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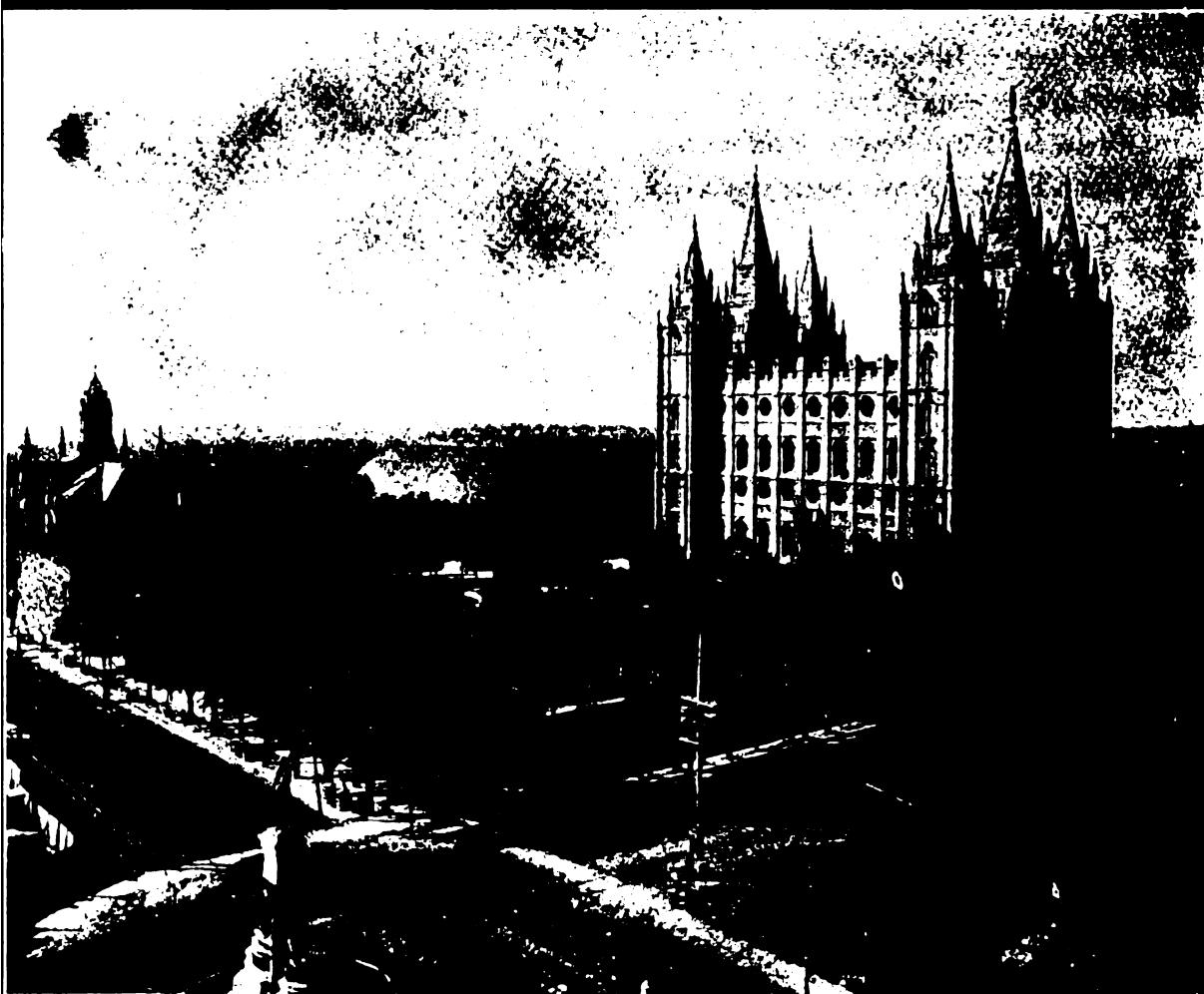
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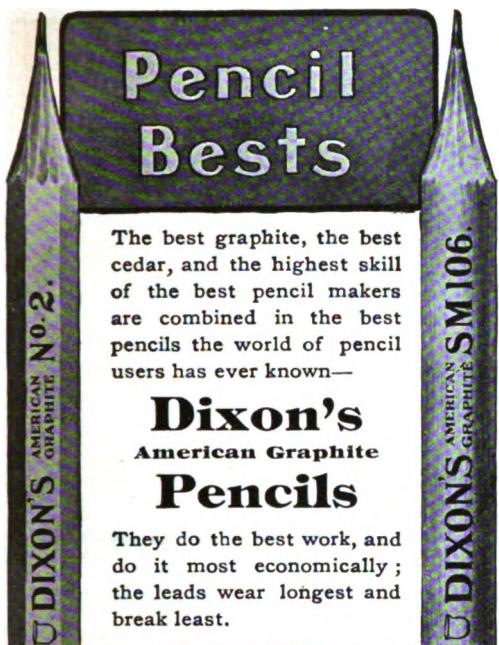
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# American Education

**FROM KINDERGARTEN TO COLLEGE**

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No. 1

## PSYCHOLOGY IN THE NORMAL SCHOOL

CHARLES DE GARMO, CORNELL UNIVERSITY

SHOULD the normal school include psychology among its professional subjects? If one is to be guided by Prof. Münsterberg's discussion in his volume entitled "Psychology and Life," one must unhesitatingly answer, No. It is there claimed that psychology makes the mind analytical, thereby unfitting it for the concrete, synthetic labors of the teacher.

It is further claimed that the only function of psychology in education is to guide the educational expert in the formulation of educational doctrine. This doctrine the teacher must learn and put into practice. We have, according to this argument, two conclusive reasons for excluding psychology from the curriculum of the normal school,—it is both unnecessary and harmful.

Before yielding to the seductive persuasiveness of the arguments supporting this position, it may be well to subject them to analysis.

Is the analytical trend of mind supposed to be induced by psychology really harmful to the teacher? It may be granted that as it might be bad for theological students to train them solely upon mathematics, so it might be bad for teachers to train them solely upon psychology. But this is no reproach either to psychology or to mathe-

matics. Nobody regards algebra and geometry as hostile to theology, and there is no more reason for regarding psychology as useless or harmful to education. Any study passes its limits of usefulness when it is made to stand for the whole of education. I urge first, therefore, that since psychology is but a small fraction of the course of study for teachers, any analytical habit of mind it may tend to inculcate is no more dangerous than that imparted by mathematics or grammar. Furthermore, since most of our elementary teachers are women, it seems idle to imagine that the morsel of psychology we can at best give them in the brief normal school course will have any appreciable effect in changing their inherent sympathetic nature. *Das ewig weibliche*

is not perverted by any psychological pellets we may be able to administer in the normal school. Therefore, because psychology can be but a fragment of the normal school course of study, and because it is taught mainly to women, who are sympathetic by nature, it follows that the supposed danger from the inculcation of analytical habits of mind is too remote and too attenuated to be worthy of serious consideration.

On the other hand it may for good rea-



CHARLES DE GARMO

sons be claimed that this dreaded analytical power in teachers is rather to be sought than shunned. To analyze is to distinguish by the aid of separation. This power is most desirable in all the relations of the schoolroom. Some of the duties of the teacher are pathological. There are, *e. g.*, mental difficulties to be overcome in the education of children. The analytical power contributed by even elementary psychology should assist the teacher in determining their cause and remedy. One child can memorize by a certain method with ease; another only with great difficulty. One can see through a geometrical proposition in a flash; another can't tell a demonstration from a chimera. The right kind of analytical power will enable the teacher to distinguish between antithetical types of mind and to provide in the best way for each. Manifestly they do not need the same treatment.

Again, a synthetic teacher is captivated by a theory of concentration that promises to associate into one mass all the ideas that ever enter the mind; another teacher who can discriminate finds it more useful to associate every natural group of ideas with its appropriate motor activities; in other words, to associate intellectual and motor powers. Such a teacher can see the difference between ideas that are merely *clear*, and those that are also *vivid*, clear ideas being defined as those having intellectual illumination only, and vivid ideas as those that glow with personal interest, that pulsate with passion, that culminate in action. For mere *clearness*, association among ideas suffices; but for *vividness*, action, *i. e.*, motor expression, is also necessary. These are but illustrations of the myriad ways in which analytical power aids a teacher to train the minds of children. Analytical power, therefore, far from being an evil to be avoided, is a virtue to be sought.

Professor Münsterberg's second thesis is that psychology is alone useful to education

in the hands of the educational expert. Such a man will use psychology in its proper relation to history, ethics, sociology, anthropology, etc., in compounding a body of educational doctrine, which will then be put into the hands of teachers for their guidance. That we need educational experts, that we need the body of doctrines they may develop, that teachers need to be guided by the principles evolved,—these are propositions not to be questioned for a moment. But that teachers may be excused from knowing anything about the psychology underlying these principles is another proposition, whose bare statement does not suffice to convince us of its truth. A rule-of-thumb application of a body of principles is no more to be commended in education than it is in medicine or engineering.

We insist that the engineer shall know at first hand the mathematics upon which his profession is based, and we compel the physician to understand chemistry, anatomy, and bacteriology. Without a knowledge of these basal sciences we say that the practitioner is a mere quack, or rule-of-thumb artisan, and we properly refuse to risk our lives on the bridges of the one, or under the knife or medicine of the other. Why should we accept so mean a view of education, that a rule-of-thumb application of its principles is regarded as sufficient for the practitioner? Teachers should indeed be the first to acknowledge the poverty of our professional training, but when a learned specialist tries to convince us that on principle education should be administered in ignorance of the scientific studies upon which it is based, we may properly demur. Though we may plead guilty to the fact of ignorance in many cases, we need not glory in our shame; we need not assent to the claim that while medicine and engineering must be applied by intelligence, instinct alone suffices for education.

Is it anywhere claimed that while education is influenced by history and society, the

teacher may safely be ignorant of history and sociology? Do we excuse the teacher from knowing anything except the modicum that he is to teach? If, then, we prize in the teacher a knowledge of institutions, of historical events and their causes, of ethical and religious history and evolution, why should we not equally prize a knowledge of the mind to be trained? Is the historical vessel fashioned to honor, but the psychological to dishonor? By all rules of analogy, psychology ought to receive as much consideration for education as mathematics for engineering. Any other view reduces education to an empirical art to be practiced by any who can find a fact to impart.

Much of the force of the argument against the direct usefulness of psychology to the teacher lies in the tacit assumption that the teacher is expected to spin all his pedagogical web, *de novo*, from his own psychological knowledge. No such expectation is to be entertained; for no teacher is asked or expected or permitted to proceed in any such manner. He is required at most merely to understand the meaning of what he does; to apply intelligently a body of doctrine, which, though gradually changing, is as old as the laws of medical practice or of mechanical engineering; he is expected to adapt general rules to special cases.

But just as in engineering and medicine a knowledge of the fundamental sciences underlying them is requisite for intelligent application, so a knowledge of psychology is equally requisite for the application of those aspects of educational theory that are based upon psychology. How any man can hold otherwise without at the same time reducing teaching to the sorriest of trades is more than I am able to understand.

If the foregoing argument may be considered sufficient to establish the need of teaching psychology, however elementary, in the normal school, we may now proceed

to the more constructive parts of our problem.

My first thesis in this realm runs to the effect that we must have expert teaching of psychology in the normal school. The intelligence we demand in the application of educational doctrines must be emphasized when we come to impart the knowledge presupposed in such intelligent application. Some have looked for results from psychology that it can never produce. Its chief function is to beget a habit of mind, to lay an apperceptive basis for mental phenomena, not to furnish educational recipes. My physician says he has a fever tablet that may be depended upon to allay fever, whatever its origin. "I would," he says, "rather pay \$10 a dozen for these tablets than do without them." Too often we look to psychology to furnish educational tablets warranted to allay any fever of mind to which youth is subject. We have, moreover, in the past been willing to put the psychology into the hands of any capable man who would take the trouble to look up the literature of the subject. In this way we have been able to teach something about psychology, but rarely indeed have we taught psychology itself. No other study in the normal school curriculum is so difficult as this, for not only has it many facts to impart, but it has also a new attitude of mind to inculcate. This is the result that comes but slowly, and only through the best teaching.

Not only is the subject complex, but the time that can be devoted to it is brief. When we are confronted by both difficulty and brevity at once, it is self-evident that no preparation of the teacher of psychology can be too complete, no degree of skill too great for reaching the ends he has in view. The psychological expert of the highest type is demanded for this work. It takes five years in our best universities to give adequate training to such men. To obtain them is an ideal none too high to be cherished by the normal school leaders of the

Empire state. The psychological departments of our large universities would rejoice to meet a demand for such men. They would induce the brightest, and ablest, to prepare themselves for the work, and they would so direct their studies that their efficiency would be of the highest possible grade.

There is refreshing evidence all over the country that this new demand upon the normal school is being met, since the best men the universities can produce are constantly appointed to the most responsible places.

So intimate and important is the relation of the work in psychology to that of practice teaching that it would be well for the teacher of psychology to have at least advisory supervision of the work of the critic teachers. They should be in closest touch with everything that goes on in his department, else we shall have merely another type of the normal school dualism, which has so often and so fatally separated theory from practice, and academic instruction from professional training.

I have the following testimony from a training teacher in the New Jersey State normal school, which hints at the benefits of a close relationship between the work of the training department and that of psychology:—

"The students begin observation and criticism of teaching in the model school after having had one term of psychology, and continue the work of practice, engaging in actual teaching during the second term's psychology. It is natural that I should call upon the students for their knowledge of psychology constantly in the discussion of lessons, and in doing so, I find them able and ready to relate that knowledge to the actual work of the school. Indeed, I should feel helpless in conducting my work were it not for the intelligent and practical basis which is thus given to the pupil teachers. The work in Child Study arouses a genuine interest in the children. I find the students

in training, almost without exception, in the spirit of teaching a class of forty, not as some one has aptly put it, 'as one forty, but as forty ones.'

"I would like to add, also, that our experienced student-teachers appreciate their work in psychology even more highly than do the beginners."

I do not propose in this paper to discuss the kind or amount of work in psychology that should be undertaken by the normal school. These will vary according to different conditions, and can only be determined after much discussion and experiment.

Summing up briefly the arguments of this paper we find the following conclusions:

1. The supposed danger arising from an analytical study of psychology does not exist; because, first, psychology in the normal school is taught for brief periods to women, whose sympathetic natures can not be easily transformed; and, second, because a reasonable amount of analytical power is a benefit to a teacher, not a detriment.

2. Professor Münsterberg's second thesis, that psychology is of use to education only in the hands of the educational expert, is not correct; because, first, a rule-of-thumb application of principles is no more to be advised in education than it is in engineering or medicine; and, second, because the assumption that the teacher is to create his own rules of procedure from his own knowledge of psychology is contrary to fact, since only intelligent application of a body of doctrine is expected in education as in engineering or medicine.

3. Above all other studies in the normal school, psychology needs the services of the expert teacher, since in a brief time he must impart a complex body of information and inculcate a new order of thinking.

4. Practical psychology and the practice of teaching are so intimately related that the teacher of psychology should have supervising oversight of the practice, or critic, teachers.

## THE TREND TOWARD SPECIALIZATION

MARY MARTHA MARSTERS

LIFE is evolutionary. The rude, uncultivated being of prehistoric days, whose highest instinct was self-preservation, is to-day the intelligent man, the world controlling mind. Trace the history of education from the first rude parental instruction down to the present perfection of method; here, too, is growth.

The nineteenth century draws to a close; we stand upon the threshold of a new era. The accumulated years have brought to us an intensity of purpose and a rapidity of action which have broadened the field of education and multiplied its paths. What can the future add? The dominant idea of the present is specialization. Life is so rapid, its aspects are so varied, its demands so complex, that it seems impossible to accomplish the work of the world under the old methods of a general education. Every walk of life must be filled with specialists—men who have but one line and in that are expert.

The specialists of to-day are men who have chosen their life work after careful preparation along general lines, but the tendency for the future is to train the specialist from childhood. A class of educators are urging upon parents the necessity of the choice of a vocation before the child is fairly out of the kindergarten. They insist that to discover the individual bent, to train that bent, is the mission of education; they claim that education should embody self-preservation, that the ability to make a living is more important than to know how to live; they would enslave education to utility. This is the tendency for the future; it remains for the present to recognize this drift, and if it seem in error, to take issue with it.

First, consider the child as he is. The advocates of utility infer that every child has a decided bent which it is easy to discover. The child as we know him is an

erratic creature, seldom twice the same, liking this to-day and that to-morrow, but showing no inclination strong enough to warrant its specialization. It is seldom that special aptitudes are displayed in a marked degree. The boy Bryant writing *Thanatopsis* is an unusual event. Young Mozart, thrilling the world with his music, is not met with every day. It is not every child that can create the marvels of the youthful painter of Seville. More often success comes to the Demosthenes who conquers through persistent effort, to the Gladstone whose great power lay in a mind not narrowed and specialized, but broadened and trained. Training is everything, the broad training that gives to the mind power of adaptation and personality. It is true this is the age of machines, but we do not want human machines.

Give a boy a good general education with the attendant discipline, without thought of occupation, and in the fullness of time he will unlock the mysteries of success for himself and unfold to a waiting world its treasures.

But, after all, our ideas of specialization will depend upon our definition of education and our interpretation of life. If we believe that to educate is to store with facts, and that the end of life is utility, we must concede that early specialization is economical. But if education is a preparation for complete living, if it means the unfolding and the perfecting of the human spirit, if it is to give to the soul all the beauty of which it is capable, if the purpose of life is ethics, culture, power, or happiness, we must deny the claim of specialization. In the building of the temple, foundation is not sacrificed for beauty; the builder does not neglect the interior for outward show, nor proportion for utility. From the laying of the cornerstone until the last detail is supplied, he

works with the image of the whole within his breast.

Much can be said for specialization; the economy of life demands it. But it is not from the public schools that it must come. They must lay the foundations, they must

give the breadth of base; let the university shape the end. It is for us to set in motion the forces of the soul, to train the heart and mind for life; it is for us to inspire lofty ideals and a large hope; it is for us to develop the man.

## School Men of the Hour

**CHANCELLOR JAMES R. DAY**

(For portrait see front cover)

THE appointment of Cornell university as a practically State institution some thirty years ago proved a decided check to the growth of the smaller colleges that had for nearly a century flourished in central New York. About the time that Cornell was established, an almost moribund Methodist seminary was transferred from an interior town to Syracuse, N. Y., in the hope of prolonging its life. Those at its head had more than any of the other New York State college managements to contend against the prestige and State support of Cornell, because of Syracuse being nearest of all the smaller institutions to New York's quasi-State university. There was too at that time a greater prejudice against city universities, especially smaller ones, than exists to-day. It is true that the institution still had the sympathetic support of the great church denomination which was originally behind it, and even yet shows a fostering care for Syracuse university; but this sympathy had other similar institutions to divide itself upon, and had to be judiciously and carefully cultivated to be changed into respect and to produce substantial material aid and support.

The result of a little more than a score of years has changed Syracuse university from a college of two hundred and fifty students, consisting mostly of those with possible tendencies towards the ministry of the Methodist church, and local and nearby students who took advantage of its

propinquity, to a university which numbers about two thousand students, and maintains departments of liberal arts, engineering, law, medicine, and what is more to its credit, a department of pedagogy and an excellent school of music. It is difficult to estimate just how much of this success may be claimed for the administration of Chancellor James R. Day, who became its president seven years ago, but all will agree that his administration has been marked by great business capacity, splendid progressiveness, bull-dog determination. With all his acumen from the business standpoint, he has been able as well to appreciate and to conform to the advanced demands in education, as witness his early establishment of schools of pedagogy and music. Like the up-to-date business man he is not averse to the use of a press bureau for booming his university, nor the use of printer's ink in general for advertising purposes. Consequently we find Syracuse the only one of the eastern universities advertising its plant and work in literary, religious and educational magazines. We have never heard any one decry this method of developing such an institution, and we confess our admiration for the general business methods of which it is a part, especially as the university is able to make good its professions by good solid work.

One powerful help Chancellor Day has had in his work has been, we believe, the fact that so many of its students, possibly

changing their minds as regards the ministry after some years of college work, engage in the work of teaching in New York and other states. What a powerful influence for the building up of the student body such a band of workers is, our readers must well know.

Chancellor James R. Day, who has accomplished such work at Syracuse, was born in the State of Maine, and prior to coming to Syracuse university had held pastorates in Bath and Portland, Me., and in Boston and New York City. Since his arrival at Syracuse, the student body has increased one thousand in number. At the beginning of the coming college year, the university will open the entirely new Lyman-Smith College of Applied Science. Its faculty contains thirty representatives of the great universities of Europe and America; its students are from over half the states of the Union, and from five foreign nations and comprises all denominations, the work being entirely unsectarian.

One of the results of Chancellor Day's work at Syracuse was a recent offer to him of the Presidency of the Northwestern University, which he declined on the ground that his work at Syracuse is not yet done. He is naturally proud of the fact that the work accomplished at Syracuse has been done without legislative aid.

As an illustration of his business methods, it may be of interest to note that he is endeavoring by private benefaction to offset the State following that Cornell annually receives through its State scholarships. He recently sent out a persuasive and energetic ministerial alumnus, under salary we believe, whose business it was to visit the various cities and towns maintaining high schools or academies in New York State, hold meetings of well-to-do citizens interested in education, and secure enough individual contributions to realize a sum, the interest on which would forever give one student from that city or

town free tuition at Syracuse University, a plan, which we believe, was highly successful.

#### PRINCIPAL CHARLES T. McFARLANE

WHEN it was announced that David Eugene Smith was to terminate his all to short connection with the Brockport, N. Y., normal school, it was hardly to be thought of that his successor would combine three of the same qualifications possessed by Dr. Smith, *i. e.*, a native New Yorker, a mathematician, and a teacher in the Ypsilanti, Mich., normal school. Inasmuch, however, as it was generally understood that Dr. Smith's opinion would have much weight in the selection of his successor, no one was surprised when it was announced that the Board of Trustees of the Brockport normal had chosen as its new principal, Mr. Charles T. McFarlane, a graduate of the Albany Normal College, a teacher of geography and drawing in the Ypsilanti Normal. While at the normal college at Albany, Principal McFarlane was noted for his sound work and wide grasp of principles. This reputation seems to have followed him in the practice of his profession. We cordially welcome Brockport's new principal anew to the Empire State, wish him success and make the prediction that his labors there will confirm the wisdom of his selection as head of that institution.

#### MEMORY GEMS

No wrong by wrong is righted.—*Whittier*.

A true friend is forever a friend.—*Geo. MacDonald*.

He who wants to do a great deal at once will never do any.—*Johnson*.

We can't conquer a necessity, but we can yield to it in such a way as to be greater than if we could.—*Hannah Moore*.

One must study to know, know to understand, understand to judge.—*Indian Proverb*.

## Best to be Found

### Articles from Educational Journals Summarized

#### DETERMINATION.

"A MAN said unto his angel:  
 'My spirits are fallen thro'  
 And I cannot carry this battle,  
 O brother! what shall I do?"  
 \* \* \* \* \*

"Then said to the man his angel:  
 'Thou wavering, foolish soul,  
 Back to the ranks! What matter  
 To win or to lose the whole,

"As judged by the little judges  
 Who harken not well, nor see?  
 Not thus by the outer issue  
 The Wise shall interpret thee.

"Thy will is the very, the only,  
 The solemn event of things;  
 The weakest of hearts defying  
 Is stronger than all these Kings.

"While Kings of eternal evil  
 Yet darken the hills about,  
 Thy part is with the broken sabre  
 To win on the last redoubt.

"To fear not sensible failure,  
 Nor covet the game at all,  
 But fighting, fighting, fighting,  
 Die, driven against the wall!"  
 —Louise Imogene Guiney.

---

THE amount of "backbone" is entirely dependent upon the amount of brain at the top of it.—*Florida School Exponent*.

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DELIBERATE much before saying or doing anything, for you have not the power of recalling anything that has been done or said.—*Selected*.

---

WHEN we are alone, we have our thoughts to watch; in family, our tempers; and in society, our tongues.—*Hannah Moore*.

SOME school boards misuse their responsibilities, so do some bank officials, and still we do not propose to brand all bankers as criminal, nor all school boards as venal.—*N. E. Journal of Education*.

A WOMAN writing in the *Educational Review* advises college women to avoid the profession of teaching unless they have a special fitness for the work. The president of a western college, in speaking on this same subject, says that college women have more executive ability than college men. The girls pay their bills and keep their college finances in much better shape than the boys. "Why should they not," she says, "go into work that requires executive ability?"  
 —*Review of Education*.

---

DID you ever remain in the schoolroom alone for an hour or so after the pupils had gone, not for study but for reflection? If not, try it some afternoon. Or, better still, go there on Saturday or Sunday alone.

Think over the work you have already done and plan for the future.

---

EDITOR O'Shea thinks the importance of obedience is over-emphasized in modern homes and schools. Dr. O'Shea should try the experiment of holding down a fifth-grade room of fifty healthy boys and girls for about ten days.—*Florida School Exponent*.

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I AM among those who believe that in politics, religion, business, and even education, we are in general advancing, and that I can not therefore view with alarm any clearly defined and well-established modern tendency. This does not mean, however, that I favor all of these tendencies, as personally I refer the old; but I am always

striving to separate my judgment from personal feeling. In education, as in everything else, there are few primary principles or elemental forces and all progress has come from the rearrangement of these in new systems or the readjustment of them to new uses. There are three recognized principles underlying all educational work: First, mental faculties must be developed by exercise; second, for growth the mind needs nourishment, and third, for greatest efficiency intellectual energies must be directed. All educational experiments of the present are simply demands to meet one or all of these.

Truth in the abstract is not after all the great end of enquiry, but truth incarnate. The most uplifting and inspiring influence in the life of any student does not come from the contemplation of truth itself so much as from fellowship with one who lives the truth.—*Pres. Raymond, Union University.*

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WILLIAM GOODELL FROST, Ph. D., President of Berea College, Berea, Ky., in his address at National Educational Association at Detroit, said: "Let me begin with a 'true story' which is also a parable. Berea's first teacher came to the mountains of Kentucky in 1855. The people had subscribed the necessary logs, but there were freshets and delays so that when the 'college' was finally completed, and fifty strapping young men and young women enrolled as freshmen to begin the alphabet, only seven weeks remained before the instructor must return to his own college studies.

"But the teacher rose to the occasion and determined to give those young men and women an education in seven weeks! He had no precedents, and threw all preconceived notions to the wind. He sat up nights devising short-cuts, and sifted over all the knowledge he possessed to find which was really of greatest importance. The pressure of that seven weeks' course taught

him to select and to invent. He boldly jumped the alphabet, drew a cow upon the blackboard, wrote the name beneath, and gave a lecture upon 'the animal kingdom!' He was a premature Col. Parker!

"The whole region blazed with educational enthusiasm, and when the seven weeks ended his pupils could use the third reader, repeat the ten commandments and the law of love, explain the chief glories of America, and conduct a social gathering or a debating society with propriety!

"The Southern mountains contain three million souls, and the whole South is a rural and not an urban territory. The work of teachers of the 'Hoosier Schoolmaster' type is not past. Though cities claim much attention we must not forget the vast rural districts from which have come so much of the character and talent of the nation. And in all our zeal for post-graduate courses and original research let us not neglect the more urgent duty of the diffusion of knowledge in its elements."

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WHAT are the best books for children? It is true that a healthy child instinctively seek the food it needs. If we do not give him the right food at the right time, the moral and imaginative equipment will not be perfect. If the child is deprived of its natural food, it eats what it can get, and if the child is deprived of its proper mental and spiritual nourishment it will feed on garbage, for feed it must. As James Russell Lowell says, "They will be sure to get what they want, and we are doing a grave wrong to their morals by driving them to do things on the sly, to steal that food which their constitution craves, and which is wholesome for them, instead of having it freely and frankly given them as the wisest possible diet."

In the vast treasures of our literature there is good food for every stage in the child's mental development, food which is life giving, upbuilding and stimulating,

and character making, but the field is so wide that choice must be made by experts and it is of the utmost importance into whose hands such choice falls. I know of no better or wiser selection than Heath's Home and School Classics, which has been made with the co-operation and advice of more than two hundred and fifty prominent educators and others interested in the moral and spiritual well being of American youth, and the editors who have vouched for the collection, among whom are Edward Everett Hale, Mary A. Livermore, Thomas M. Balliet, George H. Browne, W. Elliot Griffis, Sarah Willard Hiestand, Elizabeth Stuarts Phelps Ward, W. P. Trent, M. V. O'Shea, Charles F. Dole and Lucy Wheelock, are a sufficient guarantee that they are the right books and that they should be in every home where there are children.—*Charles Welsh on "The Choice of Books for Children."*

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"It is fortunate that the teacher's work cannot be done in a corner," says Dr. E. Benjamin Andrews in the Educational Review. The public insists upon inspecting and passing judgment upon educational performances; and the public is right. Even if wrong items, hasty generalizations from superficial impressions, sometimes get afloat, still the principle holds good that any kind of interest is better than dull apathy. If people once begin to think about the work of the schools they are on the way to intelligent appreciation of it.

"Among the indictments that are literally but not really true is the accusation that the schools do not teach morality. It is of course a fact that boards of education neither prescribe any text-book in morals nor make for the study of morals any place in the school programs.

"Yet it is a superficial view of education to suppose that school influence is co-

extensive with school program. What keeps school is not the book nor the schedule of recitations, but the live man or woman at the desk, full of integrity and consecration. The right sort of man or woman is of more importance than all the rest of the equipment of the school. The moral stimulus from such a teacher is worth more to the child than all he gets from the schools. In this sense there is ethics teaching in the schools, and the value of this will be enhanced in proportion as the teacher's calling is magnified.

"Other criticisms which denote real faults, yet not the faults actually specified, are those that are uttered in denunciations of fads. Such plaints are often just, yet not in exactly the way meant. We are passing through an age of pedagogical change. Crudity is a necessity, is a glory. Adjustment is in progress, but it takes time. The fads have not yet had time to reveal their true value."

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It is alarmingly true in many of our high schools, and hundreds of children are carrying the burden of death by being compelled to take studies for which they have no aptitude, out of which they get no mental stimulus, for no other assignable reason than that they are in the course and are necessary to graduation. Graduation diplomas furnish the whip which school boards, superintendents and principals crack over the heads of luckless boys and girls who study the requisites, often far above their mental comprehension, until nerves are unstrung and brains are weary, and when they are through they have but little to show for it. This is a severe indictment but it is true.

The high school course does not need enriching; it needs to have injected into it so much of the spirit of elasticity that the pupil may take those branches and those only which he and his friends be-

lieve will best fit him for the business which he wishes to follow. I would go farther than this, even. Here is a boy whose time is limited; at the end of one or two years he must commence work. He ought, in justice to himself, to be allowed to make such elections from the entire course as will best suit his purposes.

I am aware that there is such a theory as the proper sequence of studies; that this should be regarded in forming a course of study; that in this paper I am breaking away from many pedagogical and psychological rules and doctrines. Be this as it may, the stubborn fact remains that the school is for the pupil, and that he has the undoubted right to make the most that he can out of his opportunities.

There is no intention of yielding everything to the immature judgment of the child nor of lessening the amount of close application required of him. There is none too much of hard study in our schools. I fear there is not enough of it. I do not wish to deprive the child of a certain amount of mental strength which comes from pursuing a study enforced by the parent or the teacher. Men have acquired intellectual power from studies for which they have no natural aptitude because they had an end in view which they could reach in no other way. Yet the child and the man are not to be judged by the same standard always. It is possible to disgust the child with all study by forcing him too rigidly to follow the lines of greatest resistance.—*Henry Sabin.*

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“THE primary school is to-day absolutely monopolized by women teachers, and in the high school they have the overwhelming majority,” says Professor Münsterberg in the International Monthly. “The reason for this is clear: since the woman

does not have to support a family, she can work for a smaller salary, and thus, as in the mills, the men tend more and more towards the places for which women are not strong enough; in the schools, too, female competition must, if no halt is called, bring down salaries to a point from which the supporter of a family must retreat. It would be, of course, in both cases better if the earnings were larger, and more men were thus enabled to support families, while in the school-room, as in the mill, the female competitor brings the earnings down to a point where the man is too poor to marry her—a most regrettable state of affairs. But the economic side is here not so important as the effect on civilization. Even granting what I am not at all ready to grant, that woman’s work, preferred because it is cheaper to the community, is just as good as man’s work, can it be without danger that the male youth of this country, up to the eighteenth year, are educated by unmarried women? Is it a point to be discussed at all that ‘nascent manhood requires for right development manly inspiration, direction and control?’ Where will this end? That very soon no male school teacher of good quality will survive is certain, but there is no reason to expect that it will stop there. We have already to-day more than sixty per cent. of girls among the upper high school classes, and this disproportion must increase. Must we not expect that in the same way in which the last thirty years have handed the teacher’s profession over to the women, the next thirty years will put the ministry, the medical calling, and, finally, the bar also into her control? To say that this is not to be feared because it has never happened anywhere before is no longer an argument, because this development of our schools is also new in the history of civilization. There was never before a nation that

gave the education of the young into the hands of the lowest bidder."

S. Y. GILLAN of the Western Teacher thus summarizes the objections to the "three section" plan: "The chief defects of the plan are (1) that the bright pupils are liable to be unduly pushed forward; and (2) this leaves an awkward gap between the time when the course in the grades is finished by the 'bright' pupils and period when they are mature enough to pursue successfully a high school course. (3) It puts a premium on a sort of precocity or pertness which seldom indicates real strength, and a stigma on the slow pupils who not infrequently are in reality the strongest. The plan ignores the fact that every child should have time to grow. No system of training—nor the Almighty Himself—can make a yearling colt in a month. The wise horseman does not put the colt to do the work of a horse, however precocious it may be. Educators should be as wise.

High school principals and teachers

soon discover the weakness of the plan outlined by our correspondent. When the so-called 'bright' third are promoted to the high school at an age when they are still children with all the limitations of the child's immature mind, and try to pursue studies that require for their mastery a degree and kind of mental strength which these young children have not yet attained, the plan breaks down. The usual gradation by years modified by the margin ordinarily allowed between the minimum passing grade and the highest attainable grade in each branch, varied further by encouraging extra reading or other work on the part of the apt ones, and the occasional promotion of exceptional pupils in the discretion of the principal and the teacher (and with the consent of the parent)—also in rare cases by the demotion or holding back of a very slow pupil, gives enough of flexibility to a system, and has the great advantage of giving the boys and girls time to grow. When they reach the high school they are then mature enough to do the advanced work successfully."



"LA SALLE'S HOME AT LA CHINE"

From "Discoveries of the Old Northwest."

Courtesy of the American Book Company.  
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## For the School Room

### “UGH!” “THUGH!” AND “TUGH!”

**M**Y little daughter was amusing herself by spelling aloud. “T-h-e thugh!” caught my ear. I looked up from my paper with a scowl, my wife, a reformed school ma’am, looked amused, and the boy went on reading without noticing; he had recently been through the same mill.

“T-h-e thugh!” No authority for it in dictionary, usage or common sense. I had visited a school some time before, and upon the board in the primary room saw the words “the, to, a.” Before the reading exercise the teacher pointed to “the,” and the pupils yelled “thugh!” to “to,” and they shouted “tugh!” to “a,” and they rent the air with “ugh!” I said “ugh!” too.

This is the only case that has come to my notice in which “to” has been given that careful systematic drill in mispronunciation that a large share of our primary teachers give to “the” and “a.”

Where had I first heard the chameleon characteristics of those words? Was it at the normal school or at some institute that we were told that “the” is pronounced “thi” before a vowel, “thu” before a consonant, and “the” alone or emphatic? I scratched my head in vain. And then why do primary teachers adopt “thu” and ignore both “thi” and “the?”

My wife remembers distinctly that when she entered the village school from the country, years ago, the first hayseed brushed from her garments by the smart up-to-date town children was her pronunciation of “the.”

I wrote to educators. The State Superintendent answered that it is found in all parts of the state. A normal school president writes that it is due to carelessness. If he knew the pains taken to fix the

incorrect pronunciation he would think differently. Another says: “There is no authority for it and nothing in our teaching warrants it; they do it not because of our teaching, but in spite of it.” Another goes so far as to call it “unmitigated bosh.” I was not certain whether this last was meant to apply to the teaching I objected to or to my objections, so in order to be fair to him I placed him on the right side. If he has done me an injustice, an apology will be gracefully received.

Where did that “ugh!-thugh!-tugh!” teacher get it? She is a graduate of the school whose president said they did it “in spite of teaching.”

Do these teachers imagine that it is necessary in order that pupils shall read well? Never was a greater mistake. One of them said to me, “Would you have them read as they used to?—‘I see a man,’” and she gave it in the high pitched, every-word-emphasized school room drawl of ye olden time.

“No,” I admitted, “I would not, ‘but of the two it is preferable to ‘I see ugh man.’’’ Perhaps I emphasized the “ugh!” even more viciously than she had “a.” “Besides,” I added “‘a’ is correct there according to the dictionary, for you certainly emphasized it.”

“Well,” she persisted, “you wouldn’t try to teach three pronunciations of ‘the’ to beginners, would you?”

“Surely not.”

“Then what would you do?”

The writer is no long-haired, head-in-the-clouds educator. He is a teacher who taught numbers of little tots in country schools to read, and had no trouble in getting them to pronounce as correctly and read as expressively as they talked.

If they talked incorrectly, the talk, not the reading, was the thing to be corrected. Children learn to talk by imitation; they should learn to read in the same way. Read their little sentences for them at first and let them imitate.

Phrasing is the main key to good oral reading, whether it be that of the beginner or the best elocutionist, and phrasing depends upon understanding.

Does any child have trouble in pronouncing "the" in conversation? Never. Test it. Take a child who has not been tampered with by a teacher, but is old enough to talk readily. Notice carefully, and you will find that in connected discourses he pronounces "the" as an unaccented syllable of the following word, just as everybody does, and modifies the vowel accordingly. If he emphasizes it or pronounces it alone it is not "thugh" but "the," as it is with the rest of us, providing, of course, that he has not been tampered with. So with "a" and "to."

Now, if a child has no trouble with these words in talking, why should one minute be spent in teaching him to pronounce them for reading purposes? And worse than that, teaching him to pronounce them wrong in order to read them right!

What the pupil needs is the ability to recognize these words at sight—instantly. So with most of the words in the first three readers. They are perfectly familiar to the pupils as spoken words, and what they need is not drill in pronunciation, but in instant recognition.

Tell your pupils that t-h-e spells "the." Do not tell him that it is ever pronounced in any other way. Take a sentence, as "I see the cat," and read it to him as you or he would speak it, that is, pronouncing "the" as an unaccented syllable of the next word, and have him read it as you do.—*M. O. Hatch in Western School Journal.*

### THE PENCIL BOX

L. B. I.

Is it worth while to center our attention, for a while, upon the pencil box? Little things (seemingly insignificant) give us the most pleasure or the most annoyance. My school loves its pencil box. What child has not discovered the music in the locking and unlocking of the box? How much precious time is taken to request the children to handle the box at *such* and *such* a time and at no other! Then how they forget!

One morning, upon coming to school, a surprise awaited me. A new pupil was brought to my room. Peeping out of her bundle of books was a queer looking little thing rolled up and tied up. "May I see this?" I asked. The little stranger was glad to show and explain her bag which took the place of a noisy pencil box. It was made as follows:

Two pieces of felt had been sewed together along the sides *b c*, and *e f*, of pieces *1* and *2* as in *3*. Then rows of stitching (the width of a pencil) had been put through, as in *4*. The dotted lines show the stitching which make several pockets for pencils, penholders, etc. Ribbons were sewed to *4* at point *d* and flap-folded over as in *5*. The bag complete is rolled up and tied with ribbons as in *6*.

As we looked at the bag together, full of curiosity, I expressed a strong liking for it. The next morning the first one of my boys I met said, "I made a bag all by myself last night. I sewed it on the machine." When school began this boy's bag was shown and the little boy was praised for his skill and success.

Now the seed had been sown, and these bags—like mushrooms—began to spring up in a night.

During the week our harvest was reaped. Some bags were made of cambric, gaily-colored, some of felt, some of pretty calico, and others from a variety of beautiful fabrics. How the children loved these bags! One reason was because they were so beau-

tiful in color, and another was because they would open and shut. It is needless to say that the teacher loved them chiefly because they were perfectly noiseless; but, secondly, because they made a bright spot in every child's seat. How about the pencil box so dear to the children's hearts a few days ago? Joyfully and silently did I watch the pencil boxes disappearing, as if they had taken to themselves wings. The last box was carried home voluntarily.

The clearing of the school-room of the pencil boxes had been accomplished without the teacher's saying, "They must go;" no, not even a word about them or against them had been said.—*Primary Education.*

## LEARNING TO WRITE

J. F. BARNHART

THERE are four steps in the process of learning to write which should be constantly kept in mind. These are indicated in the following outline:

### 1. KNOWLEDGE.

- a. Of the *what*, Form.
- b. Of the *how*, Position and Movement.

### 2. EXECUTION.

- 3. CRITICISM.
- 4. CORRECTION.

To illustrate, let us suppose our lesson to be small letter *n*. (Position and movement previously learned.)

*First Step, Knowledge.*—Place copy on board. We get knowledge of copy by studying it. Note height, turns, angle, etc. Have pupils draw it. Then form of the letter should now be well fixed in the mind and the pupils are therefore ready for the second step.

*Execution.*—Take good position and write one line containing fifteen letters. The question, Have you written them correctly? now naturally arises. This is determined in step three.

*Criticism.*—Examine the work closely.

Compare with the copy. Mark all the good letters. How many have you made? What mistakes have you made? Is your failure due to lack of knowledge of form, or to incorrect position, penholding or movement? Do you think you can do better next time? You are then ready for the last step.

*Correction.*—Examine position, penholding, etc., and then write another line. Mark good letters again. Have you made more good ones this time? Are there still mistakes? How many have made some improvement? Try again, writing two lines. When improvement is satisfactory proceed with next copy.

Have your pupils learn the following stanza in this connection:

"Who would become a writer  
Must take a deal of pains;  
Must criticise his every line  
And mix his ink with brains."

—*Normal Instructor.*

## POINTERS

SUPT. J. H. PHILLIPS, BIRMINGHAM, ALA.,  
PUBLIC SCHOOLS

Cleanliness is the first law of the School-room.

The discipline at the school is the test of the teaching. Good order is the effect of good teaching, and *vice versa*.

The instruction of the text-book should be closely connected with the child's observation and experience.

Every lesson should have its own central thought, and that thought should be closely related to the lesson preceding and to that of the lesson following.

Self-control is the key-note to the discipline of the modern school. The injection of the element of external force or the use of fear as a motive saps the very foundation of school discipline and school morality.

The reading of appropriate literature to children is commendable, but every selection read by the teacher to the class should serve some definite purpose, and have its place in

a general scheme of work. Purposeless reading, reading simply to keep the children quiet, or reading to "kill time," all such reading should be condemned as an indication of poor, very poor teaching.

The final test of good reading by the children in your school is their ability to appreciate the thought themselves, and to give that thought such accurate and fluent expression, that the listener may also appreciate it. Let the children read to some one, and if they are entertaining, they are good readers.

Sympathize with the children; they need your sympathy, they crave it. Their trials and difficulties are as important to them as are burdens and crosses of daily life to their elders. Teachers and parents, too, often forget this fact, and allow themselves, under their own troubles, real or imaginary, to become cold and unsympathetic. Childhood needs love and sympathy as the plant requires sunshine. The teacher who finds it necessary to be stern and severe in order to maintain order, belongs to a passing generation of pedagogues.

#### A SPELLING DEVICE

TWENTY of the more difficult spelling words selected from all the grade subjects are written upon the blackboard on Monday morning. The teacher calls attention to the difficulties in five of these. This appeals to the sense of sight. These are spelled orally. This exercises the sense of hearing. They are written several times by each pupil. This trains the muscles for the work of reproduction. This is the teacher's part in the preparation of the work. On Tuesday these words are covered, pronounced by the teacher and written by the pupil. Five more words are studied in the same way for Wednesday. This is continued for the week. These words are left on the blackboard during the week, and the pupils may frequently give their attention to them and thus fix their correct form in their minds.

They are then erased. On the following Monday they are pronounced by the teacher and written by the pupils. A new list of words is taken up the next week in the same way. At the end of five weeks the one hundred words studied are pronounced and written. The best of results is thus secured, if the plan is properly carried out. This provides for the most difficult words, although the entire spelling work can be profitably carried on in the same way.—*W. H. B., in Primary School.*

#### HOW TO REPRESENT CHANGES OF SEASONS WITHOUT A GLOBE

THE question is often asked, "How can you explain to a child that the inclination of the earth's axis causes the change of seasons." I submit the following simple illustration: Let the teacher face the west, hold in his right hand a pencil pointing north and south, with the end toward the north inclined about  $23\frac{1}{2}^{\circ}$ . It will then represent the axis of the earth. In his left hand hold some object to represent the sun. Now with the pencil held at same inclination, pass it round the object, starting from a position immediately under said object, and going from you. As it passes round, note the relative position. When directly beneath, its position represents summer solstice; when on side opposite to you, it is in autumnal equinox; when directly above, winter solstice; when on side toward you, vernal equinox. Then pass it to starting point, and it will represent a complete revolution of the earth.

Note that when in summer solstice, the sun's rays pass beyond the North pole; *i. e.*, the end toward the north points more nearly toward the object which represents the sun.

When at autumnal equinox, the sun's rays extend to each pole; *i. e.*, the ends are equal distance from object; when at winter solstice, the sun's rays extend beyond South pole; *i. e.*, the end toward the south points more nearly toward the sun. Then vernal

equinox finds the rays extending to each pole, or end of pencil. By having the child make the experiment a few times it will become very obvious to his mind.—*H. C. King in Normal Instructor.*

### NUMBER GAME

HAVE figures from two to nine written or printed large and plain on cards. Suppose the drill lesson for the day is on seven. Shuffle the cards and hold up one in view of the pupil, who is to report at once the product of the number on the card multiplied by seven. When a pupil is found who can do this correctly, let him shuffle and hold the cards for another, and so on. Now vary the exercise in this way: One pupil stands in front of the teacher to recite, another, facing this pupil, stands at the teacher's side. The teacher shuffles the cards and holding the bunch so that the back only is seen by the pupil in front shuffles the cards and holding the bunch so posed, speaks the product, and immediately the one at the teacher's side decides from the product given what the figure is. To illustrate: If 8 is the number for drill and the figure 7

comes up, the pupil who sees it says, "Fifty-six." The other one says, "Seven."—*Educational Exchange.*

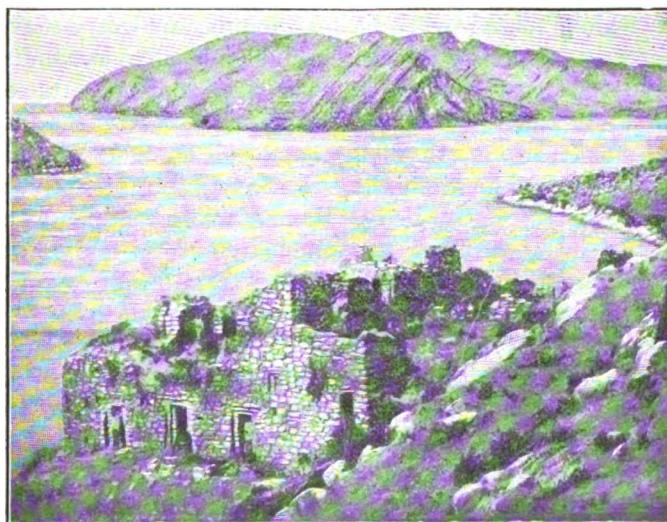
### ROMAN NUMERALS

HAVING visited a number of schools where the children had trouble in reading the Roman numerals, I thought I would send my device for teaching them.

They will remember I, II, and III very easily. Next teach V, then I before V means one taken from V. V with I after it (VI) means we are to add I to V, V with II means we are to add II, etc. If V is five and we add five more X we have ten, which they can tell at once, as they have had five and five. They can see that X is made up of two fives, one upside down, if they are helped a little.

Thinking of IV, what does IX mean? If X is ten, how much are XX? I have used this device for two years and it is very seldom that I have to tell a child more than once. By this method, the only ones you have to tell them are I and V until you teach L.—*Lillian E. Knowles in Normal Instructor.*

RUINS OF THE INCA PALACE, ON LAKE TITICACA



FROM "THE SOUTH AMERICAN REPUBLICS"  
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## In Special Fields

### CHILD STUDY—SICKNESS AMONG SCHOOL CHILDREN

W. A. CLARK, M. D., JEFFERSON CITY, MO.

THE question of prophylaxis or prevention of disease is receiving more and more attention from the medical profession. The thought expressed by the ancients in the phrase *mens sana in corpore sano* is daily growing in favor. Quite an exhaustive study of school children has recently been made with a view of ascertaining the relation between the bodily and mental strength. The investigation strongly emphasized the fact that the physically healthy children, taken as a whole, far outranked the weaker ones in their class standing.

The physician's duty was formerly considered to be the recognition and cure of disease, but we are coming of late years to the Chinese idea that it is his duty also to prevent disease. It is the idea of this paper to point out the symptoms of a few troubles for which school life is more or less responsible, that the teacher who is a close observer of her pupils' health may have some idea when danger threatens.

A disease for which school work is perhaps more directly responsible than any other is known in medical parlance as "chorea," commonly called St. Vitus' Dance, a functional nervous trouble, characterized by sudden rapid twitchings of any or all of the muscles of the body, by slight deficiency in control of the muscles that twitch, and mental irritability. While the disease affects children of all grades of society, it is more common among the lower classes, and especially among the girls of these families. Every teacher should especially watch the physical health of the girls between eight and fifteen years of age. Premonitory symptoms of this trouble are shown in restlessness and inability to sit still, a

condition well characterized by the term, "fidgets." There are emotional disturbances such as crying spells; the child frets and is easily irritated; a docile quiet child becomes cross and quarrelsome; it is frequently thought to be naughty when in reality it is unable to exercise self-control. A child who is suffering with chorea is usually pale, badly nourished and has little appetite.

In a week or ten days after these symptoms the characteristic muscular twitchings begin. They are frequently ushered in by a slight awkwardness and incoordination of voluntary movements, followed by a twitching of the muscles of the face, causing the child to make queer faces, while one or both arms or legs move spasmodically and unexpectedly. As these children complain of no pain and are generally better at night the teacher will frequently be able to recognize the condition before the parents. She should know that these children are totally unqualified for study and that any excitement or worry makes them worse. She should also remember that children who have had one attack are particularly subject to recurrences and should be kept out of all competitions and contests. All abnormally bright, active-minded children belonging to families who are known to have a neurotic taint should be carefully watched and not permitted to overtax their mental powers. Attacks of nervous trouble so frequently date from the worry and stress of examinations that children of this class should be forbidden to enter contests for prizes or places.

Another trouble with which school children suffer is the so-called sick headache. The child suddenly or unexpectedly exhibits an indisposition to play,

may look pale and troubled, may complain of nausea or disturbances of sight; then the pain comes on and at first is usually confined to one temple or one side of the head. Soon it becomes more and more severe until the little sufferer is glad to lie down in a quiet place.

Young girls at school frequently suffer with headaches accompanied by nausea or nausea and vomiting. Children who are subject to these attacks should be favored as to light and ventilation. Eye strain possibly causes the condition in some instances, and when children feel the attacks coming on they should be allowed to leave their books, and if possible retire to some quiet place. Many ambitious girls will attempt to prepare their lessons while one of these attacks is raging, but they can only do so at a wasteful expenditure of nervous energy. The teacher should discourage such attempts.

Inflammatory diseases of the inner surfaces of the eyelids are of frequent occurrence in children and are commonly designated by the term "sore eyes." It is a fact known to all teachers that some families, especially of the poorer class, will send such children to school, regarding the trouble as of small consequence. It is true that the disease is generally not serious, but it readily passes from one eye to its fellow, and from one subject to another and in this sense is contagious. The trouble is probably caused by bacteria. The disease is common in changeable weather and is frequently seen in the spring and fall. The eyelids will look red and swollen with slight thickening of the margins; a mucous or muco-purulent discharge will be noticed in the corners and the child will avoid the light. Such children should not be permitted to use the same basins, towels or cups as those who are not infected; neither should they be permitted to sit in the same seat and if possible should not be in the same

room. Such eyes should be protected from the light and use as little as possible.

A blood disease depending on a decrease of the iron-containing element of the blood with which in respiration the oxygen enters into combination is frequently met in school girls. The trouble is known as chlorosis, or green sickness, and is most common among the ill-fed, over-worked girls of large towns. Cases are frequent, however, under the most favorable conditions of life. The complexion is peculiar, being of a curious yellow-green tinge which has given the name to the disease and to its popular designation, the green sickness.

In cases of moderate grade the color may be deceptive as the cheeks are frequently of a reddish tint, especially after exercise. The subjects complain of breathlessness and palpitation of the heart, with a tendency to fainting spells. When these become of sufficient consequence to lead to the suspicion of heart or lung trouble they are generally brought to the physician, but long before this happens the child may have suffered acutely, for since the fat is usually well preserved and to the casual observer the child looks well, it is frequently accused of being a malingerer. A closer examination will reveal the fact that the skin is of the peculiar lemon-tint before mentioned, that the eyes have a peculiar brilliancy and the sclerotics are of a sky-blue color, that the appetite is capricious, that emotional and nervous symptoms are prominent, that the mucous membranes are pallid, and that the nails are of a waxy appearance.

As this trouble causes no special pain the parents of such children are prone to disregard it and the children are urged to remain in school. If the teacher also disregards it and continually urges the girl to keep up with her classes, permanent harm will follow. The teacher can do little for the relief of such children

except by using her influence to get them under medical treatment, for while exercise, fresh air and a quiet life are indicated the haemoglobin must be again put into the blood by the ingestion of iron.—*Missouri School Journal.*

### TOO MUCH OF A GOOD THING

EVEN state legislatures in some instances are passing laws forbidding home study. This is meddling with a vengeance. Home study may be over done, but minding one's own business is not likely to be at present.—*New England Journal of Education.*

Don't "kick," Brother Winship. It is just another dose of your favorite prescription—State absolutism in educational matters, or State guardianship of children.

If the State can invade the home and compel the parents to send the child to school, it is because the child belongs to the State rather than to the parents; and if this be true, it certainly has the right to regulate home study.

Step by step the links in the chain are being forged. The sanctity of the home is more and more profaned, and its authority taken away. But it will be found, when too late, perhaps, that, in doing so, the social whole has only been digging the foundations out from under itself.

We agree with Brother Winship that such acts as the above are "meddling with a vengeance;" but it argues inconsistency for an advocate of compulsory attendance to object to them. Admit the right of the State to "eminent domain" in the control of children, which one must do who advocates compulsory attendance; and all such acts are not only perfectly consistent, but are obligatory on the part of the State.

The trouble is, too many people are making it their chief business to watch over and regulate the business of the rest

of the world. That is a clean town where every man looks carefully after his own front yard. If half the energy our self-constituted reformers waste in effort to regulate the affairs of others were expended upon themselves and their household, there would be some hope of a really better time soon to come.

Responsibility and right to control are co-extensive and inseparable. I am responsible for my neighbor's conduct in so far only as I am charged with the control of it. I am charged with the control of it only in so far as I am responsible for it. Responsibility lodges with control. If I am my neighbor's keeper, I am responsible, and he is not. And this is, in effect, the teaching of modern sociology.

The failure of such laws to pass—and they have failed all along the line the last two years—is comforting assurance that the people have not yet parted with their common sense; and, if we might be allowed to prophesy, we could add, they never will. The world is all right, and getting better all the time, but the car of progress is not being propelled by those flies on the wheels who keep up such an everlasting buzzing about it.—*Florida School Exponent.*

### THE LIGHT THAT IS FELT

A tender child of summers three,  
Seeking her little bed at night,  
Paused on the dark stair timidly,  
"Oh, Mother! take my hand," said she,  
"And then the dark will all be light."

We older children grope our way  
From dark behind to dark before;  
And only when our hands we lay,  
Dear Lord, in Thine, the light is day  
And there is darkness never more.

Reach downward to the sunless days  
Wherein our guides are blind as we,  
And faith is small and hope delays;  
Take Thou the hands of prayer we raise,  
And let us feel the light of Thee!  
—John G. Whittier.

## Editorials

THE *Florida School Exponent* is kind enough to say that "One of the neatest and most attractive and meatiest educational journals that find their way to our exchange table is *New York Education*, published at Albany, and edited by C. E. Franklin." We acknowledge this compliment, and appreciate it all the more from the fact that there are so many things on which the editor of the *School Exponent* and ourselves differ. But then we may change our mind later and agree with him. We expect, yes hope, ten years hence, to have different views on a great many subjects. We hope to know more. It may be that we will conclude that we know less.

\* \* \*

THE *New England Journal of Education* lauded the July Convocation of the Regents of the University of the State of New York with the most exuberant adjectives. *The School Bulletin*, published at Syracuse, N. Y., damns the meeting with faint praise. Our own impression was that the list of speakers was exceptionally good, the papers presented most thoughtful and progressive, but that both were neutralized by the almost intolerable heat of the weather, which prevented anybody giving serious attention for any considerable length of time. Perhaps this is just the kind of an educational atmosphere that Dr. Winship thrives best in. In saying this we are not to be understood by any means as insinuating that the editor of the *New England Journal of Education* is a "hot-air" educator.

\* \* \*

As anticipated, the Pan-American Exposition overwhelmed the meeting of the New York State Teachers' Association at Buffalo in early July.

The election of Superintendent Henry P. Emerson of Buffalo, as President, will prove of decided advantage to the organi-

zation. One of the strongest and most prominent school men of the State, his presidency will arouse increased interest in the Association and bring it a following that will do much to elevate, dignify and enlarge it.

The retirement of Dr. James Lee, of New York City, from the executive committee of the Association is a distinct loss. For years he has been one of the Association's strongest supporters, and has likewise been the connecting link between the up-state and the metropolitan elements, possessing the confidence and good will of both.

\* \* \*

IT is a pleasure to record that Deputy State Superintendent of Public Instruction of New York State Howard J. Rogers, Commissioner of Education to the Columbian Exposition at Chicago in 1893 and Director of the Department of Education and Sociology at Paris in 1900, has, at the request of the National Educational Association, been appointed Director of the Educational Department at the St. Louis International Exposition in 1903.

Mr. Rogers is naturally very much gratified at the way in which the proposition was tendered. He was not a candidate for the position, made no application for it, and neither filed nor asked any one for a recommendation or endorsement.

The St. Louis authorities requested the National Educational Association at its Detroit meeting last July to recommend a man for the place. A committee of twenty-one from all parts of the country was appointed and after considering several names one was unanimously chosen. This action was forwarded to the St. Louis executive committee by whom it was later endorsed and the position offered Mr. Rogers.

The chief value of the action lies in the fact that this must unquestionably be taken as an emphatic endorsement by the educational world of Commissioner Rogers' record at the Paris Exposition of 1900, as this was of course the determining factor in the deliberations of the National Educational Association committee."

This is a case where the man and the occasion meet. Our compliments are extended to Director Rogers and our congratulations to St. Louis.

\* \* \*

DURING the rapid spread of the kindergarten idea the past twenty years, the great demand for those possessed of a knowledge and skill in this work led to the establishment by all sorts and conditions of people of kindergarten training schools. Some of these were things of beauty? It is the object of this paragraph to prevent them being a joy forever. We believe that the number of kindergartners now being graduated from approved pedagogical institutions, which require, as a condition precedent to taking up the kindergarten course, a sound secondary education and a reasonable amount of study and practice in general educational work, is sufficient to more than supply the demand and to warrant the State educational authorities in putting a stop to the graduation of any more students from some of these catch-all kindergarten training schools.

We have known young women who graduated from the grammar schools by the greatest effort after two or three years spent in the graduating class thereof, to be received as students in such kindergarten schools. It is true that it is claimed that these schools, while easy in their admission requirements, will not graduate students until they have given satisfactory evidence of the possession of all necessary qualifications. Be this as it may, we think the time has

come to call a halt on the admission to the ranks of kindergartners of young women whose chief qualification is a supposed love for little children just because they can "make those goo-goo eyes." Graduates of such schools ought no longer to be eligible for State examination or local licenses, except upon proof of satisfactory elementary and secondary education followed by at least a year's general professional study and training.

\* \* \*

HON. THOMAS BRENNAN of the Chicago School Board is one of the latest to decry the fact that country boys as a rule observe more, see more chances and succeed better in cities than do boys city-bred and educated. It is so everywhere; the average country boy outstrips the town boy, the latter to a lesser degree the city boy, and he in turn distances the average boy of the great metropolis. A partial reason is that the country boys have largely been educated by nature herself, and yet the efforts to follow after nature's method as far as possible in Chicago schools are derided as expensive fads, and pooh-poohed by cocky newspaper writers who, because they have through ability to round a period worked themselves into a good job in newspaperdom, assume to be the law and the prophets in matters educational as in all things else. It would seem to be the opinion of many such that a position on a newspaper staff *ipso facto* enables its possessor to run a school system better than the national council of superintendence collectively or individually.

While better trained observational powers is one explanation of this fact, Rousseau explained the greater reason very simply two hundred years ago when he said, "In everything habit benumbs the imagination; new objects alone quicken it again. Every day objects keep active, not the imagination, but the

memory." Hence the country boys' imagination is fired by his new surroundings and conditions to new and original conceptions. His better trained power of observation enables him to take in all the facts and his better trained judgment to decide more promptly and correctly.

We cannot give country life, with its natural training, to all our city children, nor can we move all our city boys in after life to new surroundings to revivify their imagination. We must be content to train them in our schools as far as possible in nature's way and on subjects that will best conduce thereto. Would it not be wise for well-meaning business men and impressionable newspaper writers *et al.* to stick to their last and let those who have made it a study and business arrange curricula and supervise instruction?

\* \* \*

CORNELL UNIVERSITY announces the discontinuance of what are known as the *Cornell Nature Study Quarterly and Teachers' Leaflets*. That is, no more new leaflets will be gotten up or issued. As the department has the plates of those already issued, it will continue to send the leaflets to those applying, we suppose upon payment of fee to cover the cost of mailing, etc.

This is a case in which one can honestly speak nothing but good concerning the defunct. The Cornell Agricultural Department established its nature study bureau for the purpose of creating an interest in its local surroundings of the little country school houses of the State. Just about this time the nature study movement took possession of the teachers of the country, and the teachers in the cities of New York State eagerly turned to the study of the Cornell Nature Study Leaflets for inspiration and help. Though this was not the design of the work, willing aid was lent and 30 leaflets issued. The demand for these leaflets

became so great, and the correspondence work connected with the Junior Naturalists Clubs growing out thereof became so stupendous that the means for the work was entirely inadequate. Consequently the leaflets were first changed to a quarterly and now have been given up, at least to the extent indicated above. It is announced that the Junior Naturalist Monthly will continue. From this we do not understand that the correspondence work of these clubs is also to be discontinued.

It would be impossible to estimate the amount of inspiration and help this work of Prof. Bailey and assistants has been to city and country schools not only in New York State but the whole country over. Much as Cornell may do in the future for education, we doubt if she will ever do more than this work has accomplished for encouraging the true method of teaching in our elementary schools, not to speak of the great impetus it has given to the love and study of nature itself.

The last pamphlet (Nature Study Quarterly No. 9), in which Prof. Bailey announces the above determination, is extremely interesting reading.

### \* \* \* AMERICAN EDUCATION

WITH this issue we begin our fifth volume under a new name—

#### AMERICAN EDUCATION FROM KINDERGARTEN TO COLLEGE.

As the name indicates, we are reaching out for a wider influence and clientèle. It has, we believe, with some truth been said that *New York Education* is not a publication attractive to the teacher engaged in her work as a make-shift, but that it does appeal to every progressive grade teacher and to every intelligent principal and superintendent. We have gradually secured the patronage of many of these outside of New York State. We believe that the changed name will bring us

more, without losing any of our local following. It is our purpose to still continue to lay strongest emphasis on the work of our own State as is exemplified by the University of the State of New York, commonly known as the Regents' Department, and the State Department of Public Instruction. We believe that the work of these two great offices is as strong educational stimulus as we can set before the readers all over the country. We will therefore continue to carry the news of those departments, their respective examination questions and answers, as well as a concise account of educational affairs throughout the United States as well as in the different parts of New York State.

In making this change we have been influenced principally by the reasons given above. It is a pleasure however to add thereby somewhat to the usefulness of our advertising columns to those who have so kindly and generously given us their support therein, reaching as we will a much larger and wider public.

We take this occasion to thank our advertisers and subscribers for the support accorded in the past and respectfully express a hope for a continuance of the same.

It is our boast, conceded by all our competitors, that we have been favored with the largest and cleanest advertising patronage of any educational periodical published, a claim that reference to our advertising columns will fully carry out. The most inexperienced of our readers will appreciate the fact that this condition exists only because the publishing houses of the large cities know from the reports of their various agents throughout the country how wide and strong the influence of our magazine is.

We can assure our readers that our subscription list shows equal health and cleanliness. We doubt if any general educational publication, catering as this

does to all the elements in educational work, has as large and so thoroughly a representative class of readers as this magazine.

\* \* \*

#### DON'T JUDGE HASTILY

"You hadn't ought to blame a man for things he hasn't done,  
For books he hasn't written, or for fights he hasn't won.  
The waters may look placid on the surface all aroun',  
An' yet there may be undertow a-keepin' of him down.

Since the days of Eve and Adam, when the fight  
of life began,  
It ain't been safe, my brethren, for to lightly  
judge a man.  
He may be tryin' faithful for to make his life  
a go,  
An' yet his legs get tangled in the treach'rous  
undertow.

He may not lack the learnin' an' he may not  
want for brains,  
He may be always working with the patientist  
of pains,  
An' yet go unrewarded; an', my friends, how can  
we know  
What heights he might a-climbed to, but for the  
undertow?

You've heard the Yankee story of the hen's nest  
with a hole,  
An' how the hen kep' layin' eggs with all her  
might an' soul,  
Yet never got a settin', nor a single egg? I trow  
That hen was simply kickin' gin a hidden under-  
tow.

There's holes in lots of hens' nests, an' you've got  
to peep below  
To see the eggs a-rollin' where they hadn't  
ought to go.  
Don't blame a man for failin' to achieve a laurel  
crown,  
Until you're sure the undertow ain't draggin' of  
him down."

\* \* \*

**LIFE** is to be fortified by many friendships  
—*Sydney Smith.*

\* \* \*

LEARNING without thought is labor lost;  
thought without learning is perilous.—*Confucius.*

\* \* \*

LEARNING by study must be won  
'Twas ne'er entail'd from son to son.—*Gay.*

\* \* \*

HE makes no friend who never made a  
foe.—*Tennyson.*

## General School News

Dr. Richard Cecil Hughes has assumed the presidency of Ripon College.

Berea College, among the Kentucky mountains, enrolled 900 pupils last year.

J. G. Merrill, D. D., has been elected president of Fisk University at Nashville, Tenn.

H. McLaughlin, a graduate of Dartmouth, has been elected superintendent of schools at Bath, Maine.

Supt. David Gibbs, of Hudson, Mass., has been appointed a division superintendent in the Philippines.

Pres. J. W. Withers, of the National Normal University of Ohio, has resigned his position to study at Yale.

Supt. Frank R. Dyer, of Madisonville, O., has been made assistant superintendent at Cincinnati.

The new principal of the Fairmont, W. Va., State Normal School is Prof. Marcus Ross, of Nashville, Tenn.

Prof. Chauncey W. Wells resigns a place as instructor in English at Yale to accept a position in the University of California.

Prof. David S. Wheeler has been elected teacher of science in Coburn Classical Institute, Waterville, Maine.

Dr. Jay G. Eldridge, of the faculty of Yale University, has been elected professor of modern languages in the University of Idaho.

Prof. Harry DeForest Smith, assistant professor of Greek in Bowdoin College, has been elected professor of Greek in Amherst College.

Prof. E. B. Buckley, instructor of commercial geography in the University of Wisconsin, has been appointed State geologist of Missouri.

Miss Mary Eastman becomes registrar of Smith College to succeed Miss Mary Knox, who has accepted a similar position at Barnard College.

Prof. Alexander Meiklejohn, Ph. D., succeeds Prof. Winslow Upton as dean of Brown University. Prof. Upton resigns so that he may give his entire attention to his department.

Dr. Charles Lincoln White has entered upon his duties as president of Colby University at Waterville, Maine. He will occupy the chair of philosophy.

Dr. C. W. A. Veditz has accepted the professorship of sociology in Bates College, Lewiston, Maine, made vacant by the resignation of Dr. C. M. Geer.

A class limited to twenty members will be instructed in Palestine by the divinity schools of the University of Chicago. Prof. Shailer Matthews will have the work in charge.

Dr. Charles H. Clark has been appointed master of Dunbar Hall and instructor in mathematics and Latin at Phillips Exeter Academy, Exeter, N. H. He is a graduate of Bowdoin.

Dr. Alston Ellis, of Hamilton, Ohio, has been elected president of Ohio University. He was formerly president of the State Agricultural College of Colorado.

Prof. W. H. Mace has decided to remain at the head of the department of history at Syracuse University rather than to accept the position in Chicago University offered him.

Raymond Macdonald Alden has resigned as instructor of English in the University of Penn-

sylvania to accept the assistant professorship in English in Stanford University.

Mrs. Louise Pollock, who founded the first American kindergarten at West Newton, Mass., in 1863, died at Washington, D. C., July 25. She was a leader in that department of educational work.

Dr. A. F. Nightingale, assistant superintendent of the Chicago schools, has failed of re-election. He has been engaged in educational work in Chicago for twenty-seven years, and is a teacher of national repute.

Prof. Joseph Le Conte, who made his name famous in the educational world from authorship of the superior Le Conte geology, died in California recently. He was professor of geology and zoölogy in the University of California.

Dr. Campbell E. Waters has resigned his position as professor of chemistry and physics in the Connecticut Agricultural College. He will resume his connections with Johns Hopkins University.

The founding of Woodstock Academy, Woodstock, Conn., was celebrated in 1801. The rooth anniversary was the occasion recently of a notable gathering of alumni in that place. Among others Commissioner of Education William T. Harris and Senator C. H. Platt were present.

The late Lewis Elkins, of Philadelphia, has won for his name merited honor by leaving the greater portion of his fortune to the needy teachers of that city. Teachers who have spent twenty-five years in the service of the city are the beneficiaries.

Prof. William T. Foster will occupy the position of assistant professor of English in Bates College, Lewiston, Maine, made vacant by the resignation of Prof Arthur E. Nutt. Prof. R. N. Tukey will teach Latin in the same college in the position made vacant by the resignation of Prof. Fred A. Knapp.

Dr. Ira Remsen, appointed to succeed Dr. Daniel C. Gilman as president of Johns Hopkins University, is an alumnus of the New York City College and of the New York city public schools, and has honored his native State in his achievements in the educational field. He has been Dr. Gilman's immediate advisor and associate, hence comes naturally to his present high position.

The Teachers College of Columbia University has secured the services of Dr. Thomas D. Wood, of Stanford University, one of the ablest men in the country in the line of physical education. He will occupy the position of professor of physical education in the college, and will undoubtedly place that department on the same high plane with other departments of that institution.

The following officers of the N. E. A. were elected at the Detroit meeting for the succeeding year: President, W. M. Beardshear, Iowa Agricultural College; first vice-president (in accordance with precedence), James M. Green, now president of the association and president of the New Jersey State Normal School; second vice-president, (the accustomed courtesy to the convention city), Wales Cumberland Martindale, Detroit; third vice-president, H. S. Tarbell, superintendent of schools, Providence, R. I.; fourth vice-president, W. W. Chalmers, superintendent of schools,

Toledo, O.; fifth vice-president, Prof. C. W. Woodward, Washington University, St. Louis, Mo.; sixth vice-president, A. Wellington Norton, president of Sioux Falls College, Sioux Falls, S. D.; seventh vice-president, S. D. Sargent, superintendent of schools, Great Falls, Mont.; eighth vice-president, Edward Stanley, president of Friends' University, Wichita, Kas.; ninth vice-president, William Martin Slayton, principal Boys' high school, Atlanta, Ga.; tenth vice-president, R. S. Bingham, superintendent of school, Tacoma, Wash.; treasurer, Charles H. Keyes, superintendent of schools, South district, Hartford, Conn.

One of the important features of the work done at the Detroit meeting of the National Educational Association was the report of the committee of fifteen of the National Council upon the National University project, and the resolutions offered, which were not adopted, after a spirited discussion among leaders of educational thought of the entire country. This committee was appointed in 1898, and has had the matter under earnest discussion at three meetings since that time. The committee was composed of the following named educators: William R. Harper, chairman, president of the University of Chicago; Edwin A. Alderman, president of the University of North Carolina (now president of Tulane University of Louisiana); James B. Angell, president of the University of Michigan; Nicholas Murray Butler, professor of philosophy and education in Columbia University; James H. Canfield, president of Ohio State University (now librarian of Columbia University); J. L. M. Curry, agent of the Peabody and Slater educational funds; Newton C. Doherty, superintendent of schools, Peoria, Ill.; Andrew S. Draper, president of the University of Illinois; Charles W. Eliot, president of Harvard University; Edmund J. James, professor of public administration in the University of Chicago; William H. Maxwell, superintendent of schools, New York, N. Y.; Bernard J. Moses, professor of history and political economy in the University of California; J. G. Schurman, president of Cornell University; F. Louis Soldan, superintendent of schools, St. Louis, Mo.; William L. Wilson, president of Washington and Lee University. The report of the committee was unfavorable to a statutory university, and to the effect that a separate project, known as the Washington Memorial Association, be substituted for the same. This is shown in the resolution presented:

*Resolved*, That we approve the plan for a non-governmental institution known as the Washington Memorial Institution, to be established and maintained at Washington, D. C., for the purpose of promoting the study of science and the liberal arts at the national capital, and of exercising systematic oversight of the advanced study and investigation to be carried on by duly qualified students in the governmental laboratories and collections, in accordance with the terms of the joint resolution of congress approved April 12, 1892, and those of the act of March 3, 1901.

We recommend that the National Council of Education adopt the following resolution:

*Resolved*, That the report of the committee authorized by resolution of July 11, 1898, to investigate the entire subject of a national university be received, and the committee discharged.

## COMMISSIONERS AND SUPERINTENDENTS

Pres. C. Edward Jones, of the New York State Association of Commissioners and Superintendents, spared no pains in preparing a program for the annual meeting held at Lakewood, on Chautauqua lake, September 3rd and 4th. Addresses were delivered by Hon. S. Fred Nixon, speaker of the assembly; Com'r James M. Yaeger, Hon. Danforth E. Ainsworth and Hon. Charles R. Skinner. Papers of importance were read by Com'r Sylvanus A. Peavy, Com'r Albert D. Sheffield, Com'r Francis S. Godfrey, Com'r Erwin B. Whitney, Com'r E. Everett Poole and Supt. John Kennedy. Following the reading of papers were discussions of the same by members of the association.

The following officers were elected: Edwin F. McDonald, of Massena, N. Y., president; Miss Cora A. Davis, of Whitesboro, first vice-president; Erwin B. Whitney, Chenango Forks, second vice-president; Miss Adelaide L. Harris, Ransomville, secretary; Willis E. Leek, Johnsonstown, treasurer. The time of the next meeting was decided for the third week in January, 1903, (Regents week), but the place is yet to be fixed. Invitations were received from Gloversville, Ithaca and New York city, and the selection is left to the officers and committee on time and place. A royal good time was had at Lakewood and all were impressed with the beauty of that portion of our State. A large number said that this was the best meeting they had ever attended.

## THE SCISSORS

We're a jolly pair of twins,  
And we always work together,  
We are always bright and sharp,  
However dull the weather.  
Whenever little Maidie  
Takes her work-box in her lap,  
We are always up and ready  
With our "Snip, snip, snap!"

Chorus—Snip, snip, snap,  
Snip, snip, snap,  
We are always up and ready  
With our "Snip, snip, snap!"

We cut the pretty patches  
To piece the pretty quilt;  
Each square the next one matches,  
Their posies never wilt.  
We trim the edges neatly,  
With never a mishap,  
And what music sounds so sweetly  
As our "Snip, snip, snap!"  
—Laura E. Richards, in *St. Nicholas*.

*Teacher*—Can you tell us how the American and French Republics differ from each other?

*Pupil*—The French ain't got no log cabins for their presidents to be borned in.

He is a wretchedly poor teacher who teaches no more than the child will remember.

# In the Schools of the State

## TEACHERS' INSTITUTES

### SCHEDULE OF APPOINTMENTS

DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSTRUCTOR IN ENGLISH
Sept. 9	Albany.....	1-2-3	Berne.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 9	Putnam.....		Carmel.....	Williams.....	Miss Rice.....	Miss Collier.....
" 16	Oswego.....	1	Fulton.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 16	Chemung.....		Horseheads.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 16	Greene.....	1-2	Athens.....	Williams.....	Miss Rice.....	Miss Collier.....
" 16	Oneida.....	4	Boonville.....	Hull.....	Miss Rice.....	Miss Collier.....
" 23	Allegany.....	2	Friendship.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 23	Saratoga.....	2	Corinth.....	Shaver.....	Miss Rice.....	Miss Schrieber.....
" 23	Allegany.....	1	Canaserage.....	Williams.....	Miss Rice.....	Miss Collier.....
" 23	Saratoga.....	1	Mechanicville.....	Smith.....	Miss Rice.....	Miss Schrieber.....
" 23	Cattaraugus.....	3	Gowanda.....	Hull.....	Miss Rice.....	Miss Schrieber.....
" 30	Chenango.....	1	Norwich.....	Sanford.....	Miss Rice.....	Miss Schrieber.....
" 30	Chenango.....	2	Greene.....	Shaver.....	Miss Rice.....	Miss Schrieber.....
" 30	Tompkins.....	2	Groton.....	Williams.....	Miss Rice.....	Miss Collier.....
" 30	Cayuga.....	2	Union Springs.....	Smith.....	Miss Rice.....	Miss Collier.....
" 30	Cayuga.....	1	Port Byron.....	Hull.....	Miss Rice.....	Miss Collier.....
Oct. 7	Wayne.....	2	Palmyra.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 7	Orleans.....		Holley.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 7	Oswego.....	3	Pulaski.....	Williams.....	Miss Rice.....	Miss Schrieber.....
" 7	Wayne.....	1	Clyde.....	Smith.....	Miss Rice.....	Miss Schrieber.....
" 7	Madison.....	1-2	Hamilton.....	Hull.....	Miss Rice.....	Miss Collier.....
" 14	Suffolk.....	1-2	Sag Harbor.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 14	Nassau.....		Oyster Bay.....	Shaver.....	Miss Rice.....	Miss Collier.....
" 14	Chautauqua.....	2	Dunkirk.....	Williams.....	Miss Rice.....	Miss Schrieber.....
" 14	Erie.....	3	Springville.....	Smith.....	Miss Rice.....	Miss Schrieber.....
" 14	Erie.....	2	Angola.....	Hull.....	Miss Rice.....	Miss Schrieber.....
" 21	Onondaga.....	2	Onondaga Valley.....	Sanford.....	Miss Rice.....	Miss Collier.....
" 21	Genesee.....		Batavia.....	Shaver.....	Miss Rice.....	Miss Schrieber.....
" 21	Wyoming.....	1-2	Arcade.....	Williams.....	Miss Rice.....	Miss Schrieber.....
" 21	Cortland.....	1-2	Marathon.....	Smith.....	Miss Rice.....	Miss Collier.....
" 21	Kensselaer.....	2	West Sand Lake.....	Hull.....	Miss Rice.....	Miss Collier.....

### AT LARGE

J. L. Shelly, a graduate of Union University, will teach Greek at Mercersburg, Pa.

The State Council of Superintendents will hold their annual meeting at Auburn, October 16th to 18th.

Arthur J. Evans, a graduate of Colgate University, will teach sciences and language at Hudson, Ohio.

A. J. Garth Coleman, a graduate of Hobart College, will teach Latin and German at Hackettstown, N. J.

Prof. Burton Thwing, Ph. D., has been chosen as head of the department of physics in Syracuse University. He comes from Knox College, Illinois.

Mrs. Isabel Nelson Tillinghast, of Cortland, has accepted a position as instructor in Vassar College. Her work will be in a new department formed to look after the social and spiritual welfare of the students of that institution.

Through the influence of Supt. C. B. Gilbert, Miss Ada VanStone Harris has been engaged as supervisor of primary schools and kindergartens, and Miss Marie R. Hofer as supervisor of music, in the Rochester schools.

In the July issue of *Success*, Dr. Frances B. Palmer, principal of the Fredonia Normal School and president of the association of Normal School Principals of this State, writes an article upon the origin and growth of normal schools. Dr. Palmer has a comprehensive knowledge of this subject, and the article contains much information concerning it. In the same issue, James H. McGraw, the successful New York publisher, a

graduate of Dr. Palmer's school, writes in well-merited praise of Dr. Palmer's success as a teacher.

### COUNTIES

**Albany.**—The board of education at Watervliet have recognized the services of teachers of the first year primary by raising their salaries, making them higher than their associates of other grades, except principals and first assistants.—The Cohoes board of education have fixed the salary of teachers as follows: Salaries for the principals of the different school buildings, school No. 1, \$2.75 per day; school No. 3, \$3.00 per day; school No. 4, \$3.35 per day; school No. 5, \$3.00 per day; school No. 6, \$3.35 per day; school No. 7, \$3.00 per day; school No. 8, \$3.35 per day; school No. 9, \$2.75 per day; school No. 11, \$3.35 per day; grammar and commercial schools, \$4.00 per day; principals of the kindergartens, \$3.50 per day. Salaries of assistant teachers in the schools: All grades below the eighth grade, \$2.50 per day; eighth grade and commercial class, \$3.00 per day; first assistant in the high school, \$4.00 per day; other assistants in the high school, \$3.00 per day.—Miss Carrie Vail has been made principal of the Fifth ward school at Cohoes.

**Allegany.**—Frederick E. Leighton, of Hinsdale, has been elected principal of the Rushford school. Miss Adelaide Crum, of Richfield Springs, will teach languages in the Friendship school.

**Broome**.—Prin. Charles W. Vandergrift, of the Windsor school, has been elected principal of the school at Groton, N. Y.

**Cattaraugus**.—Com'r S. A. Peavy, of the second district, is making an honest attempt to improve the condition of the schools of his district. He has again issued a circular letter of instructions and recommendation to trustees, which if only partially followed will create better conditions, especially for the rural schools.—South Dayton has voted to transfer its school to the control of the Regents.—Miss Anna Sullivan has been elected to a position in the Little Valley school.—Miss Agnes Bensly, of Springville, will teach in the Salamanca high school.—F. C. Guilford, who taught last year at Great Valley, will teach the Machias school.—The new teacher of commercial branches in Ten Broeck academy's. Miss Sarah E. Read.

**Cayuga**.—Clinton S. Marsh enters upon his duties as superintendent of the Auburn schools. Supt. B. B. Snow retires from long and faithful service.

**Chautauqua**.—Jesse L. Walthart, formerly principal of the Silver Creek school, has been elected principal of the Massena school. He is a graduate of Hobart College, and a successful teacher.—Prin. Ernest B. Luce, of Ellington, turned his vacation into a honeymoon. Miss Thompson, of Fredonia, is his bride.—Anson E. Kent, principal at Rose Point, Pa., and Alice Lombard, a teacher in the Westfield high school, were married in July. Both are graduates of the Fredonia Normal.—Stanton Todd, class of 1901, Fredonia Normal will teach at Sugar Grove, Pa., as principal.—The Monday club, a women's organization at Westfield, were victorious in the election of trustees. A new school building and such interest in school affairs speaks hopefully for further progress.—Prof. G. F. Dickson, of the Westfield high school, fell upon a slippery walk at the Chautauqua Assembly grounds, sustaining a serious fracture of the right knee.—Miss Irma Campbell has resigned her position in the Ripley school to become instructor of the training class at Ellington.—Homer Leroy Holcomb, professor of Latin and Greek in the Fredonia Normal School was married August twentieth to Miss Grace Lorraine Dickerman. Professor Holcomb is a graduate of both the Fredonia Normal School and Harvard University. His bride is both scholarly and cultured, and has been a teacher in the Boston schools.—Frank P. Lamphear will teach as assistant in the Stockton school.—Miss Pearle M. Peck, graduate of the Fredonia Normal School, has been added to the faculty of the Silver Creek school.—Allan A. Newbury, of Ripley, graduate of the Fredonia Normal, will teach at Pomona, N. Y.

**Chemung**.—Miss Viola F. Moore has been elected professor of philosophy in the Elmira Female College.—There seems to be a renewed interest among women in matters of education throughout the State. The newly-elected members of the board of education at Horseheads are women.

**Chenango**.—Miss Catharine McNulty and Bessie Dalrymple have been elected to positions in the Norwich school.

**Clinton**.—Miss Ruth W. Norton, of Burlington, Vt., and Miss Clara D. Matthews, of Newark, N. Y., have been appointed teachers in the Plattsburg Normal School.—Miss Jessie Davenport, formerly teacher in the model school of the Plattsburg Normal, has accepted a position in the city schools of Minneapolis.

**Columbia**.—The new principal of schools at Stuyvesant Falls is Frank B. Chapman. Miss Mary A. New has charge of the intermediate department.

**Cortland**.—Miss Clara D. Matthews, of Chamberlain Institute, a graduate of the Brockport Normal, has been appointed to a position in the Cortland Normal School.

**Delaware**.—Miss Helen R. McCann has been elected preceptress of the Andes school.—The Stamford school has a training class with Miss Eloise L. Osmond teacher.—Miss Marion R. Bowman will teach elocution and languages in the Delaware Literary Institute at Franklin.—James C. Christensen, of Andes, has been elected principal of the Kane, Pa., school.

**Dutchess**.—The board of education of Poughkeepsie will establish an industrial school, the expense in conducting the same not to exceed \$500 a year.—Prof. William L. Henry has resigned his position as instructor in Latin in Riverview Academy, at Poughkeepsie, to accept a position as assistant master in Latin at Lawrenceville, N. J.—The Stormville school will be under the principalship of William H. Emmons.—William J. Appleby, of Saltpoint, will teach as principal of the Ft. Montgomery, N. Y., school.

**Erie**.—Alden's new school building is nearing completion and is an ample and modern building.—Prin. W. B. Chriswell, of the Hamburg schools, has secured the position at Niagara Falls made vacant by the promotion of Prin. R. A. Taylor to the superintendency of schools in that city.

**Essex**.—Sherman Collegiate Institute at Moriah has received from the Sherman estate another legacy of twenty thousand dollars, making seventy thousand dollars received altogether for a permanent endowment fund. A commercial course, including stenography and typewriting, will be established and another teacher added to the academic faculty. The school is under the principalship of B. L. Brown, A. M.—The marriage of Prin. W. Almon Andrews, of the Lake Placid school, and Miss May Weaver, of Lake Placid, occurred August 15.—E. M. Sanders begins his duties as principal of the Crown Point school.—Westport school puts out a very tasty catalogue, well written and full of information. Edgar W. Ames, Pd. B., is principal.

**Fulton**.—Royal A. Avery, of Gloversville, will teach sciences and English at Troy, Pa.—Miss Harriet Dodge will teach mathematics at Johnstown.

**Genesee**.—Mrs. Zada Walker, a teacher in the Batavia schools, has resigned her position.—Miss Lillian McDougall, of Detroit, Mich., has been elected musical instructor in the Batavia schools.

**Herkimer.**—The catalogue of the West Winfield school shows a faculty of nine members and outlines a year's work in well-arranged courses. G. L. Bennett is principal.—Miss Anna Casler, one of the best teachers in the Little Falls high school, has resigned her position to accept one in the South.—The Cold Brook school opens with Ford H. Herrick as principal.—Miss Rebecca L. Leek, of Bath, has been elected to a position in the Little Falls high school.

**Jefferson.**—The board of education at Watertown have selected the following new teachers: Miss May V. Wheatley, Syracuse University, to teach languages; Miss Lena C. Boyd, Potsdam Normal; Miss Mary I. Armstrong, Potsdam Normal; Miss Annie I. Kirkland, Oneonta Normal.—The new vice-principal of the Adams school is John W. Scoville.—The Dexter school offers two free scholarships to foreign pupils, to be awarded by competitive examination. The school is under the principalship of Burt Alverson.

**Livingston.**—Albert Turrell, of Moscow, has been elected principal of the Cuylerville school.—The Nunda school will instruct a training class. There are seven members in the faculty, with Elmer E. McDowell, principal.

**Madison.**—According to the local press the voters of Lenox have voted a salary of \$10 to the trustee.—Miss Florence G. Bell has resigned her position in the Oneida high school to accept one at Cincinnati.

**Monroe.**—Prof. J. E. Woodland, instructor in chemistry and physics in the Wooster (O.) Summer school, has accepted a position in the Institute of Mechanic Arts, Rochester.—Two vacation schools have been maintained in Rochester this season with very satisfactory results.—The board of education of Rochester will establish a kindergarten in connection with school 13.

**Montgomery.**—Herbert B. Marvin is the new principal of the Glen school.

**Niagara.**—Prin. F. J. Beardsley, of the North Tonawanda high school, enters upon his duties as superintendent of schools of that city. He has been connected with the schools there for several years, and is well qualified to assume his new position.—Reuben A. Taylor, principal of the Fifth street school, Niagara Falls, has been chosen superintendent of schools in that city by an almost unanimous vote of the board of education, with a salary of \$2,000. He was selected from a list of many able school men. He takes the place Supt. N. L. Benham, deceased. The death of Superintendent Benham is much regretted, as he was respected throughout the State for his efficiency.

**Oneida.**—Miss Grace P. Salisbury, of Sidney, N. Y., and Miss Eloise C. Nisbet, of Rome, have been elected to positions in the Rome schools.—The Boonville school catalogue shows eleven members in the school faculty, and a training class under charge of Miss Sara E. Putnam. Walter T. Couper, M. A., is principal.—The Utica Tribune has a half-tone portrait of John W. Cole, president of the Oriskany school board, and says of him that he is one of the oldest

teachers in Oneida county.—Miss Agnes O. Carson, of Newburgh, has been engaged as teacher of languages in Houghton Seminary at Clinton.

**Onondaga** —Prin. Harvey Hutchinson, of the Pompey school, suffered a severe attack of appendicitis, making an operation necessary.

**Orleans.**—Miss Helen McCurdy Edwards has resigned her position in the Albion school to accept one in the Nyack high school.

**Ontario.**—Miss Etta M. Lowne will teach as assistant principal in the Manchester school.

**Orange.**—Miss Zana L. Dunn, of Syracuse University, will teach at Clyde as preceptress.

**Oswego.**—Leslie N. Broughton begins his work as assistant principal of the Pulaski school with the opening of the fall term.

**Queens.**—Rockville Center board of education have sent out a tasty catalogue. It shows twelve members in the school faculty, with J. Anthony Bassett, M. A., as principal.—Hemstead has voted for free text-books. A meeting will be called at Rockville Center to vote upon the free text-book proposition.

**Rensselaer.**—W. C. Tiff, graduate of Rochester University, becomes principal of the Egberts' high school at Troy.—The Castleton school will be under the principalship of W. H. Waterbury.

**Richmond.**—The new teacher of French and German at West New Brighton, in the Westerly Collegiate Institute, is William H. Timbie. Claude W. Klock will teach Greek and Latin in the same school.

**Saratoga.**—The new school building at Saratoga will be the finest in that city. The board of education believe it will be a model of modern structures in the State.—Miss Mabel L. Roeper, of Gloversville, will teach as assistant principal at Stillwater.

**Schenectady.**—Miss Regina Stern, teacher of modern languages in the Union Classical Institute at Schenectady, has resigned to accept a position in the Brooklyn Manual Training school.—Miss Pratt has been promoted to the place made vacant by the resignation of Miss Stern.—Miss Agnes O'Carson, of Pittsfield, has been engaged to teach modern languages in the Union Classical Institute.

**Schuyler.**—George W. Buck has tendered his resignation as vice-principal of the Watkins high school. John E. Beers, a graduate of Syracuse University, has been elected to the vacant position.

**Seneca.**—Harry B. Smith has accepted the vice-principalsip of the Waterloo school.

**Steuben.**—The North Cohocton and Atlanta high school had nine members in its graduating class this year. Angelo O. Tucker is principal.—Miss Gertrude S. Buck, preceptress of the Canisteo high school, has resigned to accept a position at Flemington, N. J.—The local press speaks of Prin. W. T. Palmer, of the Bath high school,

as one of the best principals in the State. Miss Merta L. Stewart, who has taught for ten years in the Tonawanda schools, is preceptress in this school.—Miss Harriet Segebarth, of Dunkirk, graduate of the Fredonia Normal, will teach in the Addison high school.—The Woodhull school opens with Edwin A. Stuart, principal.

**Sullivan.**—The training class at Monticello will be taught by Miss Louise S. Horr, a Potsdam Normal graduate. Miss Anna M. Johnson will teach modern languages in the Monticello school.—The academic assistant in the Liberty school is Miss Emily Jackson.

**Tioga.**—Miss Anna B. Bacon will teach music and drawing in the Waverly schools.

**Tompkins.**—Many improvements are being made in the school buildings at Ithaca, especially in preparation to conform with laws regarding fire escapes and fire drills.

**Ulster.**—VanCott Newton, a graduate of the New Paltz Normal School, will teach the Gardiner school.—William H. Govern will teach as principal of the East Kingston school.

**Washington.**—Elmer E. Wolfe, of Ft. Edward, has secured a very lucrative college position at Marietta, Ohio.—Miss Lida C. Vasbinder will teach modern languages in the Salem school.—The Easton school opens with Frank G. Taylor, principal, and Miss Edith Briggs, first assistant.—A. B. Vossler, of Crown Point, is elected principal of the Salem school.

**Wayne.**—M. O. Tripp, of Sodus, has accepted a position at Doyleston, Pa., as teacher of English and mathematics.—Prin. Jasper H. Wright, of the South Butler school, was recently married to Miss Ethel Shattuck, a teacher in the Newark high school.—The annual catalogue of the Lyons high school shows the number of members in the faculty to be twenty-one, with W. H. Kinney, A. M., principal.

**Wyoming.**—Miss Rose Allen has resigned her position in the Perry high school, succeeded by Miss Harriet Gregg.

**Yates.**—The next meeting of the Yates County Teachers' association will be held at Dundee in October.

## GREATER NEW YORK

**Manhattan.**—It is one of the pet measures of President Miles M. O'Brien, of the New York board of education, to provide the schools of that city with shower baths. The experiment was made last year in one school, and he claims that it has been very successful in promoting the cleanliness and general health of the pupils of that school. He will ask this year for an appropriation of \$30,000 to equip ten other schools with baths.—Borough Superintendent John Jasper, in his report regarding vacation playgrounds and schools, says, while a good beginning has been made in this important work, they are not yet entirely successful. He calls attention to the fact that the teachers who can do this work are

not many, especially at the salaries paid. It has been also impossible to provide instruction in manual training to all applicants.—The fertile brain of Pres. Miles O'Brien has conceived the idea to relieve the Children's Aid society and the New York Free Kindergarten association and like associations of the irksome task of maintaining the private free schools of the city, and advocates the plan of having them maintained under the city school system at public expense, the buildings to be owned by the different societies.—Supt. Wm. H. Maxwell spent a portion of his vacation in Europe.—Miss Cora Whitenack, principal of school No. 174, while abroad on her vacation, was attacked by typhoid fever and died after an illness of only three days.—The trustees of the Teachers' College have filed plans for the new Speyer school. The building will be 49x70, with five stories and a basement. It will cost \$70,000.—Prof. William A. Keener, for ten years dean of the School of Law of Columbia University, has resigned his position. Prof. George W. Kirchway succeeds him. Prof. Keener, however, will retain his chair in the school.—Justice Blanchard, of the supreme court, has granted a peremptory writ of mandamus to compel the board of education to pay a pension to a retired teacher. She was retired previous to 1894, and her case comes under the law of 1900. The opposition was on grounds of the unconstitutionality of the law. This is a test case and will affect many others.—William J. Goldey, of public school No. 36, holds a vice-principal's license, which, under the ante-consolidation regime, made him eligible for a principalship. He has secured a preemtory mandamus from the supreme court compelling Supt. W. H. Maxwell to place his name on the eligible list.—Pres. Miles O'Brien believes that the plan for the establishment of libraries in New York city should carry with it the establishment of lecture halls in connection with the buildings. He has made such proposition to Andrew Carnegie, by whose generosity library buildings will be built and equipped.—Pres. Miles O'Brien puts forward a plan to abolish payment of public school money to any schools not controlled by the board of education. He would place such schools under the same rules of the board of education as now govern the public schools.

**Brooklyn.**—John J. Malarky and Miss Mary J. Lynch have been appointed principals of schools in this borough.

## AMONG THE COLLEGES

### NEW PALTZ NORMAL

The rumor which has attracted so much public attention and has called forth so much press comment, to the effect that the Cuban government is to send this September, at its own expense, 50 or 100 Cuban teachers to the United States to study at the State Normal School, at New Paltz, N. Y., is now confirmed.

The Cuban government has already issued a question blank to be filled by candidates for entrance and has sent to them a circular of instructions—both in Spanish.

Prin. Myron T. Scudder is working energetically to have everything in readiness for their

coming, securing fine accommodations for room and board, adjusting courses of study, and arranging for the best instruction that can be had.

The acting commissioner of public schools of Cuba wrote to a leading public school official of New York State under date of June 22, as follows:

"It is a great pleasure to me to hear you speak with such warmth of the State Normal School at New Paltz, New York, for while I had heard it highly spoken of by a great many and know more or less of the school, your recommendation has done more to make me feel that we are making no mistake in sending the Cuban teachers there rather than any other that I have so far seen."

It is a great honor to Principal Scudder and the New Paltz Normal that, out of all the normal schools in the United States, this school should have been chosen as the one fitted to give these teachers the best training. Some of the Cuban teachers who were at the Harvard University Summer school last year and some who are there now will be among the number to come to New Paltz. All teachers sent to the United States by the government of Cuba next school year will be at the New Paltz Normal.

Women only will be sent and they will be accompanied by chaperons. The entire party is expected at New Paltz about September 8, though many have already arrived in this country and will spend the summer in study at Harvard University. School will open September 11.

A commodious brick building in the village, situated in a beautiful and well-shaded campus, is being fitted up to increase the school's capacity. This building is to be tastily decorated and well-lighted, and will be open evenings for the Cubans as a recreation hall as well as for study. All manual training, and domestic science, and all laboratory courses for the Cuban ladies will be given in the normal buildings, afternoons and evenings. Thus the regular work of the school will not be interferred with in any respect. Indeed, increased facilities are to be offered next year for all students, as hundreds of dollars are being spent in each department to enlarge the equipment. The school will also place a professional printer in charge of its fine printing plant. He will have twenty or thirty young men and women under his instruction, and with their assistance will be able to do a large proportion of the school printing. Of course, in view of the circumstances, it will be one of the most important functions to print Spanish text for lessons, examinations, school city work, and circulars of information.

The school is to add to its faculty several teachers of wide reputation. The appointment of one of these can now be made a matter of public information. That is Miss Margaret K. Smith, Ph. D., who has studied in Germany and has the past year been doing graduate work at Clark University. She is known as a speaker at educational meetings. Of her appointment the editor of one of the leading educational journals in the United States wrote to Principal Scudder, under date of July 3:

"I cannot forbear sending you congratulations over the securing of Miss Smith for your school. I do not know which is the more to be congratulated.

Miss Smith stands out so distinct in the educational world as to be in a class by herself. There is no other woman who has such a combination of training, experience, taste and talent."

Preparations are making for an exceptionally successful school year.

#### VASSAR COLLEGE

New appointments—H. Heath Bawden, Ph. D., associate professor of philosophy, in place of Professor French, resigned. Denison University, A. B., '93, A. M., '94; Rochester Theological Seminary, '94-'96; instructor in biology, Denison University, '96-'97; graduated from Rochester Theological Seminary, '97-'98; Fellow in Philosophy, University of Chicago, '98-1900; Ph. D., University of Chicago, 1900; instructor in philosophy, Iowa State University, 1900-1901; author of various reviews, studies and papers in journals of psychology. Gertrude Buck, Ph. D., is promoted from an instructorship and is made associate professor in English. Elizabeth Hatch Palmer, A. B., is appointed to an instructorship in Latin. Miss Palmer is a graduate of Wellesley College and has been a graduate student at Yale University, and has held the position of instructor in Greek in Vassar College during the year '99-1900 and the half year of 1901. Alice S. Hussey, Vassar A. B. '94, graduate student and assistant at the University of Michigan, is appointed to an instructorship in English. Henrietta Struck is appointed instructor in German. Kristine Mann, A. B., Smith College, '95, graduate student, Yale University; one year in German, graduate student and assistant at the University of Michigan, 1900-1901; A. M., Michigan, 1901; is appointed instructor in English. Anna M. Gove, M. D., is appointed assistant in physiology. Special student at the Massachusetts Institute of Technology in Biology; graduated from the Woman's Medical College of the New York Infirmary; resident physician at the State Normal and Industrial College, Greensboro, N. C., where she had also charge of the department of physiology and hygiene; studied in Vienna as well as in New York and Chicago. Ida C. Thallon, Vassar, A. B., '97, student in the School of Athens, 1900-1901, is appointed instructor in Greek. Mercy Agnes Brann, A. B., Colby College, Me., '97; first assistant in the Bar Harbour high school, '87-'99; graduate student, Yale University, '98-1900; is appointed instructor in English. Gertrude Smith, A. B., Vassar, '97; graduate student in mathematics. Vassar, 1900-1901; is appointed instructor in mathematics. Clemence Hamilton, A. B., University of Michigan, '93; teacher of classics in high school of Pontiac; graduate student, Radcliffe College, 1900-1901; is appointed instructor in Latin. Harriet Elizabeth Beard, A. B., Vassar, '97; five years lived in France; instructor in French.

The graduate scholarships, founded by the board, are awarded as follows: Elsie Le Grange Cole, English; Elizabeth Buchanan Cowley, mathematics and astronomy; Edith Preston Hubbard, mathematics; Louise Stone Stevenson, chemistry. The Mary Richardson and Lydia Pratt Babbott fellowship has been awarded to Elizabeth Hazelton Haight, Vassar, A. B., '94, who will continue the graduate studies in Greek.

and Latin at Cornell University. The tables at Wood's Holl will be occupied by Valeria Stone Goodenow and Julia Catherine Stimson.

The following honors have been conferred upon graduates of this college by other organizations: Julia C. Stimson has been awarded a scholarship in biology at Columbia University, Barnard College, for 1901-02; Juliette Golay, Vassar, '94, receives the degree of A. M. from Columbia University; Lelia Clement Spaulding, Vassar, '99, receives the degree of A. M. from Columbia University; Marion Benedict, Vassar, 1900, receives the President White fellowship in history and political science for the coming year at Cornell University; Marie Reimer, '97, has received, for the second time, the fellowship in chemistry at Bryn Mawr College; Anne Moore, Vassar, '96, receives the degree of Ph. D. from Chicago University.

The college has received the following gifts: \$10,000 from Miss Helen M. Gould, of New York, for the establishment of the third scholarship in memory of her mother, Helen Day Gould; \$250 by Trustee Coykendall for the maintenance of our membership in the American School of Athens; \$150 by Trustee Coykendall for the maintenance of our membership in the Marine Laboratory at Wood's Holl, and \$50 for our membership in the Woman's Table at the Zoological Station at Naples.

Mr. Coykendall has beside given \$500 to complete the surgical equipment of the Swift Memorial Infirmary.

\$175 by Elizabeth G. Houghton, of '73, for slides, etc., for the work of the department of art.

The Greek department has received from various friends for books, a lantern, squeezes from inscriptions, etc., \$300.

A variety of gifts have been received at the museum.

Through the efforts of Miss Florence M. Cushing, '74, a piece of the original Plymouth Rock which was broken off from the rock when the foundations of the canopy now over it were put up previous to 1859, has been given to the college to be incorporated in the New England building.

Several fragments of papyri from the tombs of Egypt have been presented to the college by the Egyptian Exploration society.

Many notable gifts have been received by the library, in addition to the donations of classes and societies connected with the college. Among these are those of Mrs. Dimock, Mr. William W. Whitman, Mr. John D. Rockefeller and Mr. William Skinner.

A number of reproductions of the works of Thorwaldsen have been received from the estate of Mrs. Bech, of Poughkeepsie.

The largest gift of the year is \$110,000 from Trustee John D. Rockefeller, for the erection of a residence building to be known as the Eliza Davison Hall, in memory of his mother.

The trustees have named the residence building, which they are erecting from the funds of the college, the Edward Lathrop Hall, in honor of one who for forty years has served it as trustee and for twenty-five years as president of the board.

Yale University has conferred on President Taylor the degree of Doctor of Divinity.

## IN THE STATE SUPERINTENDENT'S OFFICE

Supt. Charles R. Skinner has appointed Katherine Kellas preceptress and teacher of grammar in the Potsdam Normal School, and Maude T. Lovejoy teacher of reading, elocution and calisthenics in the Buffalo Normal School.

State Superintendent of Public Instruction Charles R. Skinner has issued a notice to school commissioners that the second volume of the annual report of the department for 1901, now about to be distributed, will contain the consolidated school law, the examination bulletin, the training class bulletin, the drawing manual, the grade manual and school libraries and reading. These publications have hitherto been issued in separate pamphlets. This volume will go to every school district in the State, and is intended to be a permanent reference book for the use of the inhabitants of the district. The superintendent has directed, in a notice printed on the inside of the cover of the book, that it should be kept in the school-room in charge of the teacher during the time school is in session, and at the home of the trustee during the vacation period. He desires commissioners to emphasize these directions, and in their visits of inspectors to see that they are complied with. He thinks it will save both the superintendent and the commissioners many calls for information on various topics.

Appointments to State scholarships in Cornell University for the year 1901 have been made by Superintendent of Public Instruction Charles R. Skinner. These scholarships entitle their holders to a four years' course of instruction in Cornell University free of tuition. The appointments for Albany and vicinity follow: Charles S. Cobb, 771 Madison avenue, Albany; Marie C. Adsit, New Scotland; John Jay White, Jr., 27 Dove street, and Bernie M. Levy, 272 Hamilton street, Albany; Mildred J. Utley, Gloversville; Katherine E. Selden, Catskill; Florence D. Ingham, Little Falls; Allen M. Rossman, Hudson; Sara Levy and Etta McTammany, Troy; Harvey P. Groesbeck, Hoosick Falls; William H. Moody, Saratoga Springs; Belle Hanigan, Alplaus, Schenectady county; Wilson B. Zimmer, Gallupville; John H. Richards, Whitehall.

State Superintendent Skinner has recently issued college graduate certificates, valid for three years, to Harvey M. Dann, Gilbertsville, and Gertrude Caroline Richmond, Tarrytown; and valid for life to the following: Mary Whitford, Syracuse; Minnie Adelaide Pinch, Hornellsville; Sarah Helen Hull, Ellenville; Clara Rachel Purdy, Ovid; Grace Hannah Landfield, Binghamton; Henry Austin Potter, Brooklyn; Mary Lounsberry Penwell, Syracuse, and Louis Ray Wells, Mechanicville.

The following is the number of candidates who were examined for state certificates in August, 1901: Albany, 69; Binghamton, 35; Buffalo, 45; Chautauqua, 16; Elmira, 29; Newburg, 41; New York, 42; Ogdensburg, 9; Plattsburg, 6; Rochester, 36; Syracuse, 45; Utica, 57; Watertown, 29; total, 459.

I beg you to take courage; the brave soul can mend even disaster.—*Catherine of Russia.*

**NEW YORK STATE  
UNIFORM EXAMINATIONS**

HELD

**Thursday and Friday, Aug. 8 and 9, 1901**

*Each question has 10 credits assigned to it unless otherwise specified.*

**ARITHMETIC  
Questions.**

1. Write in arabic notation *a*) four hundred and twenty-five sixty-thirds; *b*) six tenths per cent.; *c*) three hundred thirty-five millionths; *d*) eight hundred-thousandths; *e*) forty-five minutes nineteen seconds circular measure.
2. Write a single number that is integral, simple, composite and odd.
3. What number divided by  $117\frac{3}{8}$  will give the quotient 76.06?
4. Reduce 6ord. 4yd. 2ft. to the decimal of a mile (correct to four decimal places).
5. An estate of \$150,000 is divided among legatees as follows;  $\frac{1}{4}$  to a son;  $\frac{1}{6}$  to a daughter;  $\frac{1}{4}$  to the five children of a deceased son;  $\frac{1}{6}$  to the three children of a deceased daughter; and the remainder equally to three brothers and two sisters. How much should each legatee receive?
6. Find the exact interest on \$700 at 5% per annum from April 22, 1901, to date.
7. If the discount on a note discounted at bank at 5% per annum 3 mo. 18 da. before it was due was \$4.20, what were the proceeds?
8. A certain sum is invested in D. & H. R. R. stock at 168. A dividend of 5% declared on the stock at the end of a year is equivalent to what annual rate of interest on the investment?
9. Trade discounts of 25% and 10% are equivalent to what single trade discount?
10. The base and hypotenuse of a right angled triangle are 14 feet and  $26\frac{1}{2}$  feet respectively. Find the perpendicular.

*Answers.*

1. *a*) 400 $\frac{1}{3}$ ; *b*)  $\frac{1}{6}\%$ ; *c*) .000335; *d*) .00008;
2. 45' 19".
3. 8927.5425.
4. 1901+.
5. *a*) \$37,500; *b*) \$18,750; *c*) \$7,500; *d*) \$6,250;
6. \$7,500.
7. \$10,356.
8. \$275.80.
9. .02 $\frac{1}{4}$ .
10. 22.5ft.

**GEOGRAPHY**

*Questions.*

1. Give three general divisions of the subject of geography and define each.
2. Compare the climate of Oregon with that of New England, and state reasons for answer.
3. Compare the mountains of the eastern and of the western coast of North America with reference to *a*) size; *b*) extent; *c*) form.

4. Name a section of the United States where farmers are particularly troubled from *a*) lack of rainfall; *b*) river overflows; *c*) worn-out soil; *d*) swamp lands; *e*) stony surface.
5. What large river empties into the *a*) Bay of Bengal; *b*) Persian gulf; *c*) Arabian sea?
6. Give three reasons for the uncultivated condition of the country and uncivilized condition of the people of much of Africa.
7. State approximately *a*) the latitude of the Hawaiian Islands; *b*) the direction and distance of these islands from San Francisco.
8. Name the first three commercial cities of the United States.
9. Which city on the Mississippi river has the greatest natural advantages for *a*) manufacturing? *b*) commerce? *c*) Give reasons for answers.
10. *a*) What is the population of New York state? *b*) its area? *c*) What is the latitude and longitude of New York city?

*Answers.*

1. Mathematical, physical and political. Mathematical geography treats of the earth as a planet—its form, size, motions; its division by circles; and the art of constructing maps with the aid of these circles. Physical geography treats of the earth in its natural divisions, and its relations to the physical laws by which it is governed. Political geography treats of the earth as divided into countries, and of the condition of the people inhabiting them.

2. The climate of Oregon is warmer than that of New England. This is due to the influence of the warm Japan current upon Oregon, while New England is affected by the cold Labrador current.

3. *a*) The mountains of the eastern coast are not so high as those of the western coast; *b*) are of less extent; *c*) and show evidences of greater erosion.

4. *a*) The states of the Great Interior Basin; *b*) in the Ohio and the Mississippi valley; *c*) New England; *d*) Southern Atlantic states; *e*) New England and Middle Atlantic states.

5. *a*) Ganges; *b*) Euphrates; *c*) Indus.

6. Africa has few navigable rivers, few good harbors, a hot climate and extensive deserts.

7. *a*)  $20^{\circ}$  N.; *b*) 2,100 miles south-west from San Francisco.

8. New York, Boston, New Orleans.

9. *a*) Minneapolis; *b*) New Orleans. *c*) Minneapolis has superior facilities for manufacturing on account of its abundant water power; and New Orleans, situated near the mouth of the Mississippi, is the great centre of commerce of the entire Mississippi valley.

10. *a*) 7,268,012; *b*) 49,170 square miles. *c*)  $40^{\circ} 42'$  N. latitude,  $74^{\circ}$  W. longitude.

**HISTORY OF EDUCATION**

*Questions.*

1. Compare the educational ideas of Charlemagne and Alfred the Great.
2. *a*) In educational discussions what is meant by the Renaissance? *b*) In what century did it chiefly occur?
3. Give a brief statement of some of the educational ideas of Rousseau.

## AMERICAN EDUCATION

4. a) What was the central idea of the Hindu education? b) Who only received its advantages?
5. Give two prominent features of the educational ideas of Erasmus.
6. Give three characteristics of the educational system of Athens.
7. Compare the work of teaching before, and after the invention of printing.
8. Give two prominent features of the educational system of Pestalozzi.
9. a) By whom and when was attendance at school first made compulsory? b) Name three leading countries of Europe in which attendance is now compulsory.
10. Discuss briefly the educational influence of the Crusades.

*Answers.*

1. Both believed in religious instruction, law and national honor. Charlemagne enforced universal education, while Alfred only urged that the children of every freeman should be instructed. This distinction between the German and the English idea of education exists even at the present time. Charlemagne laid the foundation of the Prussian school system, and Alfred of Oxford University.

2. a) By the Renaissance is meant the revival of learning which was brought about by the teachings of the humanists and the reformers, and consisted chiefly of philosophy and the classics, and contributed largely to the culture and intellectual emancipation of man. b) It began in Italy in the fourteenth century and reached its height in Germany in the sixteenth.

3. Rousseau believed that everything is good as it comes from nature but degenerates in the hands of man. Physical education should begin at birth and careful attention should be given to the training of the senses till the twelfth year. From twelve to fifteen the child should be taught the physical sciences by observation and investigation but without books. Little attention should be given to reading, but he should learn a trade. At fifteen he should begin to learn his duty to society, and at eighteen the religious emotions should be cultivated. The education of woman should be such only as contributes to the comfort and welfare of man.

4. a) Promulgation of the caste system. b) Brahmins, and to a limited extent some of the other castes.

5. Erasmus is particularly famous for the work he did in reviving the study of the classics. Some of the prominent features of his teachings are the following: a) The mother is the natural educator of the child. b) Home training is important. c) Religion should be taught. d) The memory should be carefully trained: e) Language and grammar are first essentials. f) Teachers should be well paid.

6. a) Recognized the individual and sought to educate the entire man. b) Acknowledged the right of the parent to direct the education of the child, although the state had partial supervision. c) Recognized the value of play. d) Excluded women.

7. Printing brought about radical changes in the method of teaching. Books became so cheap that students could possess them. It was no longer necessary to teach by dictation, and the students

being required to memorize less had more time for the exercise of judgment and reason. More care and originality were demanded of writers, as their works were now easily compared with those of others. Teaching became more general, as it was no longer necessary for students to go great distances to hear some famous educator.

8. The most prominent feature of the educational system of Pestalozzi was his love for humanity. He believed that the child should obtain all knowledge by self-activity through the senses, that education consists of a harmonious development of all the powers, that development should follow the order of nature, and that the mother is the natural teacher.

9. a) Jews, 64 A. D. b) Any three of the following: Germany, France, Austria, England to some extent, Italy, Sweden, Norway, Denmark, Switzerland. The best answer would be the first three given above.

10. They drew the nations together in a common purpose, removed class distinctions, broke up feudalism, widened the horizon of thought, and introduced into Europe the education and culture of the East.

## GRAMMAR

1 I have seen Grant plan campaigns for  
 2 500,000 troops, along a front line 2,500 miles  
 3 in length, and send them marching to their  
 4 objective points, through sections where the  
 5 surveyor's chain was never drawn, and where  
 6 the commissariat necessities alone would have  
 7 broken down any transportation system of  
 8 Europe; and three months later I have seen  
 9 those armies standing where he said they  
 10 should be, and what he planned accomplished;  
 11 and I give it as my military opinion that  
 12 General Grant is the greatest commander of  
 13 modern times, and with him only three others  
 14 can stand—Napoleon, Wellington and Moltke.

—General W. T. Sherman.

The first six questions refer to the above selection.

*Questions.*

1. Classify the following clauses and state the use of those that are subordinate: a) *chain was drawn* (line 5); b) *I have seen* (line 8); c) *they should be* (lines 9 and 10); d) *he planned* (line 10).
2. Give the mode and tense of each of the following verbs: a) *was drawn* (line 5); b) *would have broken* (lines 6 and 7); c) *have seen* (line 8); d) *should be* (line 10); e) *can stand* (line 14).
3. Give syntax of a) *along* (line 2); b) *opinion* (line 11); c) *Wellington* (line 14).
4. Select three participles and give the syntax of each.
5. To what part of speech does each of the following belong: a) *500,000* (line 2); b) *later* (line 8); c) *what* (line 10); d) *that* (line 11); e) *only* (line 13).
6. a) Without changing the sense, recast the clause, "Where the commissariat necessities alone would have broken down any transportation system of Europe," by changing the verb to the passive voice. b) State how a verb of the active voice is changed to the corresponding form of the passive voice.

7. Give a synopsis of the verb *lie* (to recline) third person singular in all the tenses of the indicative mode.
8. Give examples in sentences of three infinitives each having a different grammatical use, and give the syntax of each. (Underline the infinitives.)
9. a) State how compound personal pronouns are formed. b) Name and illustrate in sentences two uses of these pronouns.
10. Write sentences using *but* as three different parts of speech and name each.

*Answers.*

1. a) Subordinate, adjective, modifies *sections*; b) principal; c) subordinate, objective, object of *said*; d) subordinate, objective, object of *have seen*.

2. a) Indicative, past; b) potential, past perfect; c) indicative, perfect; d) potential, past; e) potential, present.

3. a) A preposition which shows the relation between its object, *line*, and the word it modifies, *campaigns*. b) Noun in objective case in apposition with *it*, the object of *give*. c) Noun in nominative case in apposition with *others*, the subject of *can stand*.

4. *Marching* mod. *them*; *standing* mod. *armies*; *accomplished* mod. *what*.

5. a) Adjective; b) adverb; c) pronoun; d) conjunction; e) adverb.

6. a) Where any transportation system of Europe would have been broken down by the commissariat necessities alone. b) Change the verb to the corresponding form of the verb *be* and add the perfect participle.

7. Pres., *he* (*she or it*) *lies*; past, *he lay*; fut., *he will lie*; pres. perf., *he has lain*; past perf., *he had lain*; fut. perf., *he will have lain*.

8. 1) We will strive to please you. Used adverbially to modify the predicate *will strive*. 2) We should learn to govern ourselves. Used as object of the verb *should learn*. 3) There is a time to laugh. Used adjectively to modify *time*.

9. a) Add *self* to the singular and *selves* to the plural of the first form of the possessive case of the 1st and 2nd persons and to the objective case of the 3rd person of the simple personal pronouns. b) (1) For emphasis: I myself saw him do it. (2) As reflexives, to turn the action of the verb back upon the actor: The mind cannot see itself.

10. As conjunction: He gained the victory *but* lost his life. As adverb: We meet *but* to part. As preposition: All were there *but* him.

## ENGLISH COMPOSITION

*Questions.*

1. Rewrite the sentence, "Brutus was an honorable man," in three different ways to show emphasis. State in each case how the emphasis is shown.
2. Write a prose paraphrase of the following selection:  
"Stalwart and stately in form was the man of seventy winters;  
Hearty and hale was he, an oak that is covered with snow-flakes;  
White as the snow were his locks, and his cheeks as brown as the oak leaves."

3. Punctuate and capitalize the following: oh cried old hans I am sure beforehand that it will be just the same up there everyone will shout after me hans light up the sun hans put out the moon hans let fly the thunder and without even heaving a sigh poor hans closed his eyes folded his hands and breathed his last.

4. Distinguish between the meaning of the following: a) *occurrence* and *event*; b) *couple* and *two*; c) *each* and *every*; d) *character* and *reputation*; e) *shall* and *will*.

5. Combine the following groups into one complex sentence. The natives of Virginia seized on a quantity of gunpowder. They sowed it for grain. They expected to reap a plentiful crop of combustion. They expected to reap this at the next harvest. They expected a crop so plentiful as to blow away the whole colony. The gunpowder seized by the natives belonged to the English.

6-10. Write a composition on one of the following subjects: Our new possessions; A story that pleased me; The new century.

*Answers.*

1. Brutus was an *honorable* man. By emphasis of a word. An honorable man was Brutus. By inversion of the natural order of words. How honorable a man Brutus was! By using the exclamatory form of sentence. (Other correct ways may be given.)

2. "He was a man seventy years of age, yet so hale and hearty, so sturdy and erect in form, that, with his snow-white hair and face browned by exposure, he resembled a stately old oak covered with a light fall of snow."

3. "Oh!" cried old Hans, "I am sure beforehand that it will be just the same up there. Everyone will shout after me, 'Hans, light up the sun!' 'Hans, put out the moon!' 'Hans, let fly the thunder!'" And without even heaving a sigh, poor Hans closed his eyes, folded his hands, and breathed his last.

4. a) An *event* is something which takes place and is of more importance than an *occurrence*. An *occurrence* happens without being designed or expected; it is independent of other circumstances; there is no thought of its origin, connection or tendency. An *event* is the result or issue of any course of action; it excludes the idea of chance. b) *Couple* refers to two things which are related or associated; *two* specifies number only. c) *Every* is universal in application; *each* is restrictive. *Every* is used in speaking of large numbers, *each* is applicable only to small numbers. *Every* gives less prominence to the individuals and greater prominence to the whole of a collection than *each*. d) *Character* is the peculiar qualities, habits or principles of a person which distinguish him from others. *Character* lies in the man; it is what he is. *Reputation* is the character imputed to a person by others; the estimation in which he is held by others. e) *Shall*, in the first person, denotes futurity; in the second and third persons it denotes determination. *Will*, in the first person, denotes determination; in the second and third persons, futurity.

5. The natives of Virginia seized on a quantity of gunpowder belonging to the English and sowed it for grain, expecting to reap, at their next har-

vest, a crop of combustion so plentiful as to blow away the whole colony.

6-10. Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, *i. e.* the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals and general appearance.

## PHYSIOLOGY AND HYGIENE

### Questions.

1. a) How do the bones of a child differ in composition from those of an old person? b) Why is this provision a wise one? c) What objection is there to a child's walking at too early an age?
2. Explain the structure of the knee joint.
3. a) Name two kinds of glands found in the skin. b) State the purpose of each.
4. What is a) the location, b) the size, c) the shape, d) the structure of the heart?
5. What is a) the glottis, b) the epiglottis, c) the esophagus?
6. How does alcohol affect albumen?
7. State a) the number, b) the location, c) the purpose of the salivary glands. d) About how much fluid do they secrete daily?
8. Is more food needed by those engaged in sedentary pursuits, or those doing hard physical labor? Why?
9. What is a) the cerebrum, b) the cerebellum, c) the medulla oblongata?
10. Draw a diagram to illustrate the different parts of the ear and name each part.

### Answers.

1. a) They contain a larger percentage of animal matter. b) It prevents many accidents to the child, because the excess of animal matter makes the bones more elastic and less liable to be broken. c) The bones of the legs are not yet hard enough to bear the weight of the body and therefore may become bent.

2. The knee joint is regarded as a hinge joint. The bones entering into its formation are the femur, the tibia, and the patella. The bones of this joint are bound together by powerful ligaments.

3. a) Perspiratory glands and sebaceous glands. b) The perspiratory glands liberate from the blood a large amount of water, with the worn-out matter it contains, and help to regulate the temperature of the body. The sebaceous glands provide an oily dressing for the hair, and prevent the cuticle from becoming dry and hard.

4. a) The heart is placed obliquely in the thoracic cavity, between the two lungs, chiefly on the left side of the body. Its lower pointed end, or apex, strikes against the walls of the thorax, between the fifth and sixth ribs, a little to the left of the breast bone. b) It is about the size of the clenched fist. c) Its shape is conical. d) The heart is a hollow muscular organ and so partitioned as to contain four cavities: two at the base, known as the auricles, and two at the apex, called ventricles. An auricle and a ventricle on the same side communicate with each other, but there is no opening from side to side.

5. a) The glottis is the opening between the vocal cords. b) The epiglottis is a leaf-shaped

piece of cartilage which covers the top of the larynx during the act of swallowing. c) The esophagus is a tube about nine inches long, reaching from the throat to the stomach.

6. Alcohol coagulates albumen.

7. a) Three pairs; b) the parotid glands are in front of and below each ear, the submaxillary glands are just within the angles of the lower jaw, and the sub-lingual glands are under the tongue; c) to secrete the saliva which softens the food, develops its taste, and transforms some of the starch. d) About three pounds per day.

8. More is needed by those doing hard physical labor, because they expend more energy, and the source of energy is food.

9. a) The cerebrum, or brain proper, is the largest part of the brain and occupies the front and upper part of the cranial cavity. It is the organ of the mind. b) The cerebellum, or little brain, situated beneath the back part of the cerebrum, is the seat of the co-ordinating power in voluntary muscular movements. c) The medulla oblongata is the upper enlarged end of the spinal cord.

10. See any standard physiology.

## CURRENT TOPICS

### Questions.

1. Name a prominent American writer that has recently died, and state in what field of literature he excelled.
2. Write briefly of the recent financial operations of J. Pierpont Morgan.
3. What decisions of national importance were rendered by the United States supreme court in May last?
4. a) What states in the union have recently been affected by a drought? Show in what way this affects b) labor, c) railroads, d) the general prosperity of the country.
5. What prominent foreign official has recently received the degree of doctor of laws from Harvard university?
6. State the conditions on which the Chinese difficulty has been settled.
7. a) In the stamp tax law, state two changes that went into effect July 1. b) Why were these changes made?
8. a) What educational institution has just been organized at Washington city? b) Who is its president? c) What is its purpose?
9. For what product has Texas recently become famous?
10. Make a statement of current interest in regard to any four of the following: William Marconi, Walter Besant, Ira Remsen, Sir Thomas Lipton, William I. Buchanan, Count Tolstoy, Francis E. Clarke, William M. Beardshear.

### Answers.

1. John Fiske, in philosophy and history.

2. He was one of the principal promoters of the United States Steel Corporation with a capitalization of \$1,100,000,000; thirty-eight fine vessels belonging to the Ledyard line have, through him, been transferred from English to American ownership; he recently gave \$1,000,000 to Harvard university to promote biological research.

3. The decision of the supreme court in the Puerto Rico insular cases leaves congress free to

decide what action it will take. The constitution does not extend of itself to the possessions of the United States, but it extends over congress which must be controlled in its treatment of territory belonging to the United States by any directions or limitations in the constitution.

4. a) Kansas, Nebraska, Missouri and Iowa. b) A shortage of crops requires less labor to harvest the same. c) There will be less freight for railroads to carry. d) No part of the country can suffer loss unless its effects are felt throughout the entire country.

5. Baron Charles Lewis William Theodore von Holleben, German Ambassador.

6. China will be required to pay as an indemnity, 450,000,000 taels, equivalent to \$315,000,000. The leading instigators of the Boxer movement will be punished.

7. a) The use of stamps is no longer required on many articles. A reduction has been made on the amount of stamps required on many others. b) Cause for the imposition of the stamp tax law has been removed by a decrease in the expenses connected with the Spanish-American war.

8. a) Washington Memorial Institution. b) Daniel C. Gilman. c) To utilize the scientific and other resources of the country.

#### 9. Petroleum.

10. William Marconi has performed successful experiments with wireless telegraphy; Walter Besant, an English literary man, has recently died; Ira Remsen is the president-elect of Johns Hopkins university; Sir Thomas Lipton is the owner of Shamrock II, which is to race for the America cup; William I. Buchanan is the director-general of the Pan-American Exposition; Count Tolstoy was recently excommunicated from the Grecian church in Russia; Francis E. Clarke, founder of the Young Peoples' Society of Christian Endeavor, recently attended its convention at Cincinnati; William M. Peardshear is the president-elect of the National Educational Association.

## CIVIL GOVERNMENT

### Questions.

1. a) What is a congressman at large? b) What conditions necessitate the election of such an officer?
2. a) How many amendments have been added to the constitution of the United States since the Civil war? b) What was their general purpose?
3. State a) two duties of a surrogate; b) his term of office.
4. a) For what purpose was the appellate division of the supreme court of the state of New York organized? b) How are the judges of the appellate division chosen?
5. a) Name three town officers; b) the term of office of each; c) a duty of each.
6. Which one of the executive departments of the national government has control of a) the bureau of education; b) the collection of customs; c) correspondence relating to treaties?
7. Name three powers the governor may exercise in regard to persons convicted of crime.
8. a) How are United States senators elected? b) Give their term of office.
9. Name a) three county officers whose term of office is the same; b) a duty of each.

10. Name two ways by which a bill may become a law without the approval of the governor.

### Answers.

1. a) He is a member elected by the voters of the state to represent the entire state. b) A failure on the part of a state legislature to re-district the state after a new apportionment by congress has been made, entitling such state to one or more additional representatives.

2. a) Three. b) The general purpose of these amendments was to make the slaves citizens by giving them all the rights and privileges of citizenship.

3. a) Takes proof of wills of deceased persons, grants letters testamentary or administrative. (Other answers accepted.) b) Six years.

4. a) To expedite business in the courts by hearing appeals from the supreme court and thus relieve the court of appeals from the consideration of minor cases. b) They are appointed by the governor.

5. a) Supervisor, town clerk, justice of the peace. b) Two years, two years, four years. c) The supervisor receives the school money belonging to the town and pays it out by order of the trustees; the town clerk keeps the records of the town; the justice of the peace is the judicial officer for the town. (Other answers accepted.)

6. a) Department of Interior. b) Treasury Department. c) State Department.

7. The governor shall have the power to grant reprieves, commutations, and pardons, after conviction, for all offences except treason and cases of impeachment.

8. a) The two senators from each state are chosen by the legislature thereof. b) Six years.

9. a) Sheriff, county clerk, county treasurer. b) The sheriff is the executive officer of the county; the county clerk is the clerk of the courts held in and for the county; the county treasurer receives the money collected by the several town collectors for county and state taxes. (Other answers accepted.)

10. By passing the bill over the governor's veto by a two-thirds vote of each branch of the state legislature; by the governor's failure to return it to the legislature within ten days (Sundays excepted) after it shall have been presented to him.

## SCHOOL LAW

### Questions.

1. State three qualifications which each voter at a school district meeting must possess.
2. Name three duties of a trustee.
3. State the term of office of a) a sole trustee; b) one of three trustees.
4. What is the penalty for failure to comply with any provision of the law relating to the teaching of physiology and hygiene a) as regards the district, b) as regards the teacher?
5. What is an attendance officer required to do with a child arrested for truancy?
6. State the requirements of the law in regard to the selection of a librarian.
7. a) How shall the funds for purchasing a flag be procured; b) when and where shall the flag be displayed?

8. Mention three duties of the State Superintendent of Public Instruction.
9. What sum of money may a school commissioner order a trustee to expend *a*) in abating a nuisance on the school grounds; *b*) in erecting a new school house?
10. *a*) What is the minimum number of days a school must be taught during a year to entitle the district to draw public school money? *b*) What deficiency may be allowed in this time?

*Answers.*

1. The voter must be of full age, a citizen of the United States, and a resident of the school district for thirty days.

2. Trustees shall call special meetings of the inhabitants of school districts whenever they shall deem it necessary and proper; make out a tax list of every district tax voted at any district meeting, or authorized by law; have the custody of the district school house or houses, their sites and appurtenances. (Other answers accepted.)

3. *a*) One year. *b*) Three years.

4. *a*) Forfeiture of public money. *b*) Revocation of license.

5. He shall deliver the child either to the custody of a person in parental relation to the child, or to a teacher from whom such child is then a truant; or, in case of habitual or incorrigible truants, shall bring them before a police magistrate for commitment by him to a truant school.

6. The board of education or trustees shall appoint a teacher of the schools under their charge as librarian.

7. *a*) By district tax. *b*) Upon or near the school building during school hours, and at such other times as the school authorities may direct.

8. He shall submit to the legislature an annual report; he may grant a certificate of qualification to teach and may revoke the same; he shall have general supervision over the state normal schools. (Other answers accepted.)

9. *a*) Twenty-five dollars. *b*) Whatever sum is necessary in his opinion.

10. *a*) 160 days inclusive of legal holidays and exclusive of Saturdays. *b*) Three weeks, caused by a teacher's attendance upon a teachers' institute within the county.

## METHODS AND SCHOOL MANAGEMENT

*Questions*

1. Distinguish between "object teaching" and "objective teaching."
2. What may be gained by *a*) teachers' reading aloud to their pupils; *b*) pupils' reading at home?
3. When should pupils be taught to use *a*) punctuation marks, *b*) capital letters? Give reasons for your answers.
4. State three considerations that the teacher should have in mind in preparing examination questions for pupils.
5. Specify some proper desk work for children for *a*) the first year in school, *b*) the second year, *c*) the third year.
6. What part or parts of the subject of drawing should be memorized?
7. Give a plan for opening exercises suitable for a small graded school in which all the pupils are assembled.

8. *a*) In determining the promotion of a pupil in a grammar school, should more credit be given for what he knows, or for his power to do work? *b*) Give reason for answer.
9. State why no form of discipline is good that does not lead toward self-control.
10. Why is it wise to make large use of drawings and diagrams in teaching?

*Answers.*

1. Object teaching is a method of teaching which presents the object to be known to the pupil. When the object to be known is a material thing or phenomenon, it is presented to the pupil's mind through one or more of the senses. Objective teaching is the system of instruction that goes beyond object teaching in that it generalizes the facts acquired by object teaching.

2. *a*) It may cultivate attention and expression and give added interest to the selection. *b*) It increases the pupils' general knowledge and vocabulary, and when properly guided leads to a love for good literature.

3. *a*) From the time when they begin to write sentences till they have mastered the subject,—probably even through the grammar grades. *b*) From the time of the development in the pupils' vocabulary of the first written word that requires a capital till the subject is mastered,—probably through several years. Reason: It is easier to teach the right form at first than to correct a wrong one.

4. *a*) The subject matter to be covered. *b*) The time to be given to the examination. *c*) The ability of the class.

5. An example for work in reading: *a*) Writing words, use of alphabet cards, blocks and other devices for word building, framing sentences. *b*) Writing sentences, copying, filling in blanks in sentences. *c*) Copying reading lessons, compositions on topics studied in language work.

6. Definitions, geometric constructions and principles and the principles of color, when once understood.

7. *a*) Roll-call, *b*) song, patriotic or sacred, *c*) some literary exercise.—recitation, reading, talk by a pupil or the teacher, *d*) salute to the flag, *e*) singing.

8. The student who has the mental power to do work is better equipped than he who has more knowledge without the ability to use it.

9. One of the objects of school is to develop character and prepare for citizenship, for which self-control is an absolute essential. With this in view, the matter of discipline should be as carefully graded as should that of any literary subject.

10. Concepts acquired through the sense of sight are usually stronger than those acquired through the other senses. The more senses that can be brought to act upon an object, the stronger will be the mental image.

It is impossible to give absolute answers in methods. Those given above are intended to be largely suggestive.

## READING

The boast of heraldry, the pomp of pow'r  
And all that beauty, all that wealth e'er gave,  
Await alike th' inevitable hour;  
The paths of glory lead but to the grave.—*Gray.*

**Questions**

Each of the following questions has 20 credits assigned to it.

1. Indicate the manner in which you would read the last line of the selection by marking the inflections, underscoring the words you would emphasize, and locating the rhetorical pause or pauses.
2. State the main thought expressed in the above selection.
3. a) Define accent; b) classify accents. c) Give illustration of each class.
4. Name three ways in which a word may be made emphatic.
5. Name three common faults in enunciation, giving illustrations of each.

**Answers.**

1. The paths of glory lead but to the grave. (Answers may vary.)

2. Death is inevitable to all.

3. a) Accent is the particular stress laid upon one or more syllables of a word. b) Primary and secondary. c) Education—ca primary, ed secondary.

4. By stress of voice, rhetorical pause, or inflection.

5. a) Suppression of syllables, *hist'ry* for *history*. b) Omission of sounds or not giving an unaccented vowel its full value,—*judgm'nt* for *judgment*. c) Blending the termination of one syllable with the beginning of another,—*Ice cream* pronounced like *I scream*.

**ALGEBRA****Questions**

1. a) Subtract  $(a-c)$   $x - (b-d)y$  from  $(a+c)$   $x + (b+d)y$ ; b) find the numerical value of the remainder when  $a=0$ ,  $b=1$ ,  $c=2$ ,  $d=3$ ,  $x=4$ ,  $y=5$ .
2. Indicate the factors which multiplied together will give the least common multiple of  $4a^2+4ax+x^2$ ,  $2a^2-5ax-3x^2$ ,  $12a^2-3x^2$ .

$$\frac{1}{x} \quad \frac{1}{1}$$

3. Find the sum of  $\frac{x+m}{1+3a+2a^2}$  and  $\frac{a}{1-a-2a^2}$ .

$$\frac{x+m}{y-n} = \frac{a}{b}$$

4. Solve  $\frac{x+m}{y-n} = \frac{a}{b}$ ,  $bx+ay=c$  for the value of  $x$  or  $y$ .

5. In traveling 65 miles, a man finds that he will gain  $1\frac{1}{4}$  hours by increasing his ordinary rate  $\frac{1}{3}$  of a mile an hour. At what rate does he ordinarily walk?

6. Find the square root of  $a^2+b^2-2ab+4c^2+4ac-4bc$ .

7. Find by the binomial theorem the value of  $(c-d)^n$ .

8. Reduce to simplest form a)  $\sqrt{\frac{1}{a-c}}$ ; b)  $(a-c)$

$$\frac{\sqrt{1}}{a-c}$$

9. Divide  $16a-b^2$  by  $2a+\frac{b}{2}$ .

$$\frac{x}{21} \quad \frac{1}{1}$$

10. Solve  $\frac{100}{25x} + \frac{1}{21} = \frac{1}{4}$  for the values of  $x$ .

**Answers.**

1. a)  $2cx+2by$ ; b) 26.
2.  $(2a+x)^2$ ,  $a-3x$ ,  $2a-x$ , 3.

**3**

$$\frac{1+a-4a^2-4a^3}{c-bm-an} \quad \frac{c+bm+an}{2a}$$

$$4. x = \frac{2b}{2b}, y = \frac{2a}{2a}$$

5. 4 miles per hour.

$$6. a-b+2c.$$

$$7. c^{10}-5c^8d+10c^6d^2-10c^4d^8+5c^2d^8-d^8.$$

$$8. a) \sqrt[4]{50}; b) \sqrt{a-c}.$$

$$9. 8a^2+4a^2b^2+2a^2b^2+b^4.$$

$$10. x = -4 \text{ or } -21.$$

**BOOK-KEEPING****Questions**

1. a) What are "personal" accounts? b) Give an illustration. c) State three kinds of accounts that are not personal.
2. Name and state the purpose of a) a book of original entry; b) three other books.
3. James Jennison bought of Henry Young of Wellsville, N. Y., on February 2, 1901, 4 barrels of flour at \$5.25 a barrel; 20 pounds of creamery butter at 27 cents a pound; 5 pounds of tea at 60 cents. On February 5, 40 pounds of sugar at 6 cents; 4 pounds of coffee at 30 cents; and 3 brooms at 25 cents each. Using proper abbreviations and conventions make an itemized statement, or bill, of the above transaction August 1, 1901, and receipt the same for Henry Young as his clerk.
4. Consider the above account settled upon date of last purchase by promissory note for 90 days with interest. Write the note.
5. \$750.00 Boston, Mass., Feb. 5, 1901.  
At 3 days sight pay to the order of George Holmes, Seven Hundred Fifty and  $\frac{7}{10}$  Dollars, value received and charge to the account of RALPH HORTON.  
To HARLOW BUSH,  
539 Broadway, New York.  
Considering the above, give in commercial terms a) the name of the order; b) the term applied to each party mentioned; c) show that the party to whom the order is directed has agreed to pay it when due.
6. Write a check on the First National Bank, of Wellsville, for \$175, payable to John Robinson & Co., date to-day.
- 7-8. Interpret the following entries from the books of Anderson & Jenkins and name the book from which each item is taken, also other books where each should appear:
 

a) F. C. Newman	Dr.
40 yds. silk at \$1.25	\$50.00
b) John Sanderson	Cr.
Cash on account	\$112.40
c-d) Samuel Briggs	Cr.
By 5 cords wood at \$2	\$10.00
—Dr—	
To Cash	\$480.00
e) Dr. Martin Johnson	Cr.
To Mdse. \$39.18	By cash \$20.00
" check 19.18	
- 9-10. On January 1, 1901, Oscar Dana began business with cash on hand \$2,500. At the end of the first month he had on hand goods valued at \$1,750, cash \$575. Henry Howard's account showed a debit of \$585 and a

credit of \$321; Amos Morris's account, debit \$447, credit \$200; H. W. Clark's account, debit \$749, credit \$964.

Required a statement in proper form showing resources, liabilities, net capital, loss or gain.

### Answers

1. a) Accounts kept with individuals or firms.
- b) Mdse., cash, bills.

2. a) Day-book, to keep complete account of every transaction at the time that it occurs. b) Ledger, to keep account of business by individuals. Bill-book, account of bills payable and receivable. Cash-book, account of cash.

3. Wellsville, August 1, 1901.

JAMES JENNISON

1901	Bought of HENRY YOUNG	
Feb. 2.	4 bbl. flour, @ \$5.25.....	\$21.00
	20 lb. creamery butter, @ 27c.	5.40
	5 lb. tea, @ 6c.....	3.00
Feb. 5.	40 lb. sugar, @ 6c.....	2.40
	4 lb. coffee, @ 30c.....	1.20
	3 brooms, @ 25c.....	.75
		<u>\$33.75</u>

Received Payment,  
HENRY YOUNG,

Per J. D.

4. \$33.75. Wellsville, N. Y. Feb. 5, 1901.

Ninety days after date I promise to pay Henry Young, or order, Thirty Three 75-100 Dollars with use, value received. JAMES JENNISON.

5. a) Draft. b) George Holmes, Payee; Harlow Bush, Payer; Ralph Horton, Drawer. c) Across face should be written "Accepted, Harlow Bush."

6. \$175.00. Wellsville, N. Y., Aug. 9, 1901.

FIRST NATIONAL BANK.

Pay to John Robinson & Co., or order, One Hundred Seventy-Five Dollars. JOHN DOE.

7-8. a) F. C. Newman has bought, on account, of Anderson & Jenkins, 40 yds. silk @ \$1.25. Day-book—should also appear in ledger. b) John Sanderson has paid cash, on account, \$112.40. Day-book—should be in ledger. c-d) Anderson & Jenkins has bought of Samuel Briggs, on account, 5 cords of wood at \$2. Also has paid same \$480.00. e) Martin Johnson bought of Anderson & Johnson, on account, goods to the amount of \$39.18, and later paid same with cash \$20, check \$19.18.

9-10. OSCAR DANA.	Dr.	Cr.
Capital .....	\$2500	
Inventory .....	\$1750	
Cash .....	575	
Howard King .....	321	585
Amos Morris .....	200	447
H. W. Clark .....	964	749
	<u>\$3985</u>	<u>\$4106</u>
Net gain .....	\$ 121	
Capital .....	<u>2500</u>	
Net capital .....	\$2621	

### PHYSICS

#### Questions

1. Describe an experiment to illustrate a) a chemical change; b) a physical change.

2. State the three laws of the pendulum.
3. Why will an iron ship float on water?
4. With the aid of a diagram explain the principle on which a steam engine acts.
5. Describe the essentials of a) the incandescent light, b) the arc light.
6. Describe an experiment illustrating atmospheric pressure.
7. Find the Fahrenheit reading equivalent to 20° C.
8. Describe an experiment showing that sound is not transmitted through a vacuum.
9. A power of 12 pounds acting upon a machine moves 5 feet. How far will it move a weight of 20 pounds?
10. Give an illustration of refraction of light. Draw a diagram and explain.

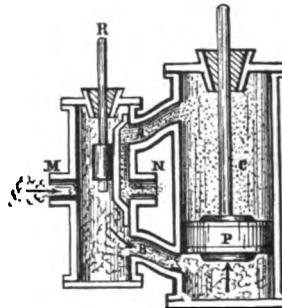
#### Answers.

1. a) Sulphuric acid on marble. Marble dissolves, forming gas. Molecule changed. b) Sugar in water. Sugar dissolves, but molecule remains same.

2. a) At any given place the vibrations of a given pendulum are isochronous. b) The period of oscillation varies directly as the square root of the length. c) The period of oscillations varies inversely as the square root of the acceleration.

3. Floating bodies displace their own weight of water. The ship being hollow, its own weight is less than the weight of its bulk of water.

4. Steam enters at N, passes through A into chest C, pushing piston P length of chest, when R automatically slides toward uncovering A and



pressure on C is relieved, steam passing out at M.; then steam enters chest through B, pushing piston back and action is repeated.

5. a) Glass bulb from which the air has been exhausted; electricity conducted into bulb by platinum wire imbedded in glass. The electricity is forced through small filament in vacuum. Resistance causes light; vacuum prevents combustion. b) Two carbons held short distance apart, electricity forced across space. Resistance causes light.

6. Place hollow cylinder over valve in air pump; cover upper end with rubber and exhaust air. Rubber will sink, showing pressure.

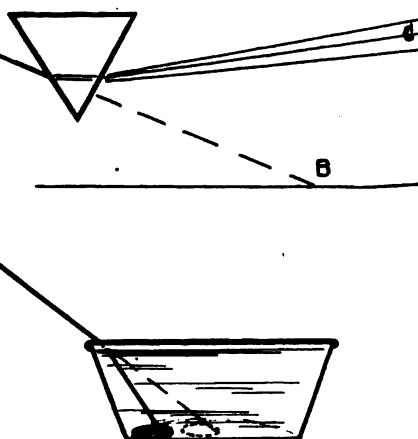
7. 68°.

8. Put small alarm clock in vacuum. When bell rings no sound is heard.

9. 3.

10.

10.



## AMERICAN HISTORY

*Questions*

1. a) Were the Iroquois Indians of New York generally friendly or hostile towards the French of Canada? b) Give reasons for your answer.
2. Give a brief account of any two of the following named persons in their relations to the colonial history of America: Sir Edmund Andros, King Philip, Nathaniel Bacon, James Oglethorpe.
3. State a compromise made in the formation of the constitution a) between the large states and the small states; b) on the question of slavery.
4. Mention three prominent political issues before the country between 1820 and 1850.
5. What did the Kansas-Nebraska bill provide?
6. Name two important events that occurred during Grant's administration.
7. What was the chief occupation of the early settlers on a) Manhattan island, b) in Virginia, c) in Massachusetts?
8. Write an account of the "Trent affair" and state what international difficulty it caused.
9. Give two important results of the surrender of Burgoyne.
10. Mention the most noted American a) diplomat, b) naval commander, c) financier of the Revolution.

*Answers.*

1. a) Hostile. b) In 1609 Champlain joined a party of Algonquins in war against the Iroquois. The Iroquois never forgave this unfriendly act on the part of Champlain and thereafter assisted the English in the troubles that arose between the French and English.

2. In 1674 Sir Edmund Andros was appointed governor of New York by the King of England, and received the surrender of the province from the Dutch. He was very tyrannical, and also seized the colony of New Jersey from Cartaret. He was recalled on account of serious charges, but succeeded in clearing himself and was ap-

pointed governor of all New England in 1786, and he was equally tyrannical there, in fact more so, attempting to seize the charter of Connecticut. New York and New Jersey were added to his jurisdiction in 1688, but the revolution in England dethroned his royal master and the people seized him in 1689, sent him to England, and resumed government under their charters, etc.

Massasoit, the father of King Philip, was friendly with the whites, but after his death Philip, brooding over imaginary wrongs, made war upon the whites, in which many people were barbarously killed. Finally the whites combined to exterminate the whole tribe (Wampanoags) and after capturing Philip's wife and son, chased him to a swamp near his old home, Mt. Hope, Rhode Island, where he was shot. His wife and son were sold as slaves.

Governor Berkeley, of Virginia, did not govern the colony well, refusing, among other things, to protect the people from the Indians for fear he would lose a lucrative trade with them. Unable to endure this any longer, the people requested Nathaniel Bacon, a patriotic young lawyer, to lead them against the hostile Indians, which he successfully performed, but instead of commanding him, Governor Berkeley denounced him as a "traitor" and undertook to punish him. But Bacon seized the wives of many of Berkeley's friends and placed them in front so as to prevent attack by Berkeley's troops. But in the midst of success Bacon died, and no one could take his place. Berkeley revenged himself greatly.

In England people were imprisoned for debt, producing great misery. James Oglethorpe, a member of parliament, with a view of relieving them, and also to protect the English colony of South Carolina from the Spanish in Florida, proposed to select the most worthy ones, pay their debts and send them to America to begin anew. This was done, and the colony was established in 1723, and named Georgia in honor of George II, who granted the charter.

3. a) The smaller states wanted equal representation with the larger states in congress, while the larger states insisted upon a representation based on population. A compromise was reached by agreeing upon equal representation in the senate and the representation in the house of representatives upon population. b) That the importation of slaves should not be prohibited earlier than 1808. The important compromise on the slave question in framing the constitution was in regard to the basis of representation in congress. The slave states wanted the slaves counted for the purpose of determining representation, while the states opposing slavery desired to base the representation on the free people. A compromise was reached by fixing the basis of representation on free people and three-fifths of all other persons.

4. The slave question as involved in the Missouri compromise of 1820 and the omnibus bill in 1850. The principles involved in the nullification acts in 1832. The issue involved in the fight with the United States bank. The question of the internal improvements.

5. That the territory of Nebraska should be divided into two portions, and that when the question of admission into the union as a state should be considered, the inhabitants of these respective portions should determine for themselves whether

it should be a free state or a slave state. This was really an appeal of the Missouri compromise.

6. 1) The completion of the Pacific railroad.  
2) The completion of the work of "reconstruction." 3) The great fires in Chicago, Boston and western forests. 4) The business panic of 1873.  
5) The Centennial exhibition at Philadelphia.  
6) The treaty with Great Britain. 7) The Modoc Indian war. 8) The invention of the telephone, and practical improvements in relation to electric light. (Any two of the above.)

7. a) Fur trading with the Indians. b) Cultivation of tobacco. c) Fishing and commerce.

8. England and France had recognized the confederate states as "belligerants." Mason and Slidell had been appointed ambassadors to Europe to represent the confederate states, and they succeeded in escaping the northern blockade on the southern coast. They took passage for Europe on the British steamer, Trent. Charles Wilkes, of the United States war vessel, San Jacinto, overtook the Trent after it had left St. Thomas, W. I., and demanded the surrender of these two men. The surrender was refused, but Captain Wilkes notified the Trent that he would fire into the vessel if the men were not surrendered. The Trent was stopped and Wilkes entered it, taking Mason and Slidell to his vessel and bringing them to the United States. Captain Wilkes exceeded his authority in this matter, and his action aroused the indignation of the British government when the facts were reported to that country. Great Britain immediately demanded the surrender of Mason and Slidell from this country, to which our government acquiesced.

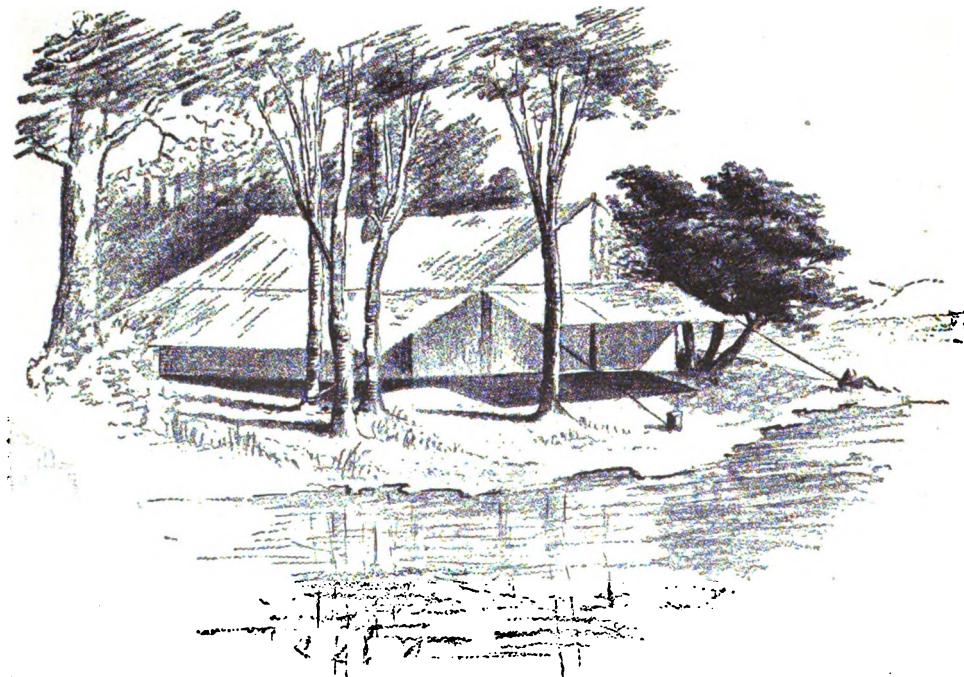
9. It broke up the British plan of cutting off New England from our southern colonies; it secured the aid of France.

10. a) Benjamin Franklin; b) John Paul Jones;  
c) Robert Morris.

### DRAWING

#### Questions

1. a) If a tint of red be used as a key, and modified to produce a scale of color, what part of the scale will be broken colors? b) When are colors said to be complementary to each other?
2. Draw a horizontal line  $2\frac{1}{2}$ " long. At the left extremity draw a line making an angle of  $60^\circ$  with the horizontal.
3. Make a drawing to show the plan, front and side elevation of a common one-light window frame, placed with the face parallel to the side vertical plane of projection and perpendicular to the horizontal plane. Shade the drawing to indicate recesses, and use the necessary technical conventions to connect parts.
4. Make a working drawing of an ordinary octagonal headed bolt. Diameter across corners  $1\frac{1}{4}$ ".
5. Sketch freehand to represent a group of three or more barrels. Shade same.
6. Sketch to represent the upper right corner of the room in which you sit.
7. Using block letters, write the name of the town wherein this examination is being held.
8. In determining the height of a cube represented in perspective, where shall the true measure be applied?
9. Having located the base of an object in perspective, where thereon should the student work in raising a superstructure?
10. Copy sketch.

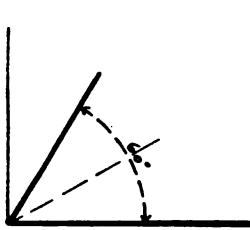


*Answers.*

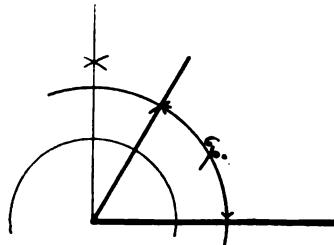
1. a) The shades. See State Manual in Drawing, p. 7. b) When combined in correct proportions and under proper conditions to produce gray

or white, colors are said to be complementary. Manual, p. 7 Lesson III.

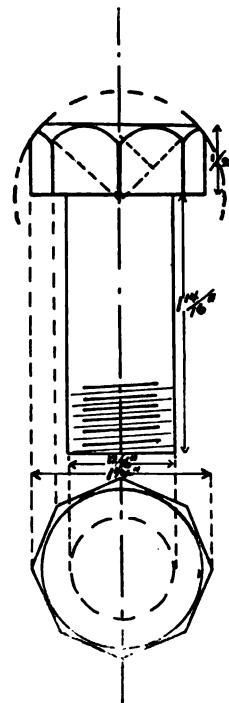
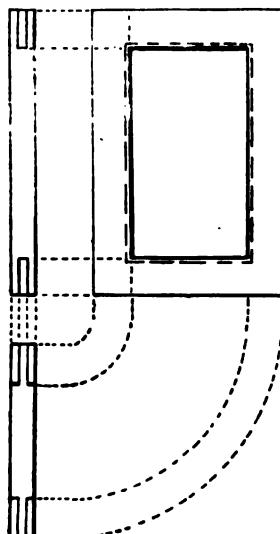
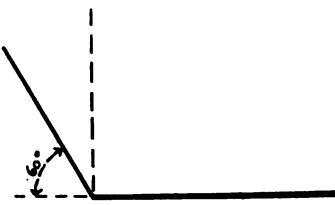
2. See Manual, p. 19.



3. See Manual, p. 38.



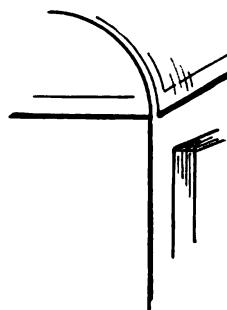
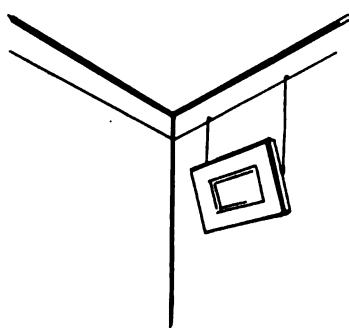
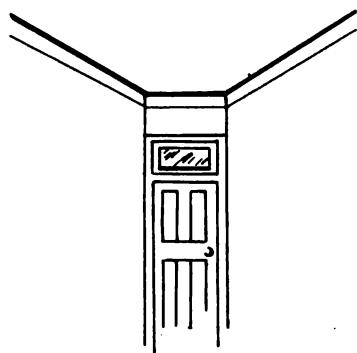
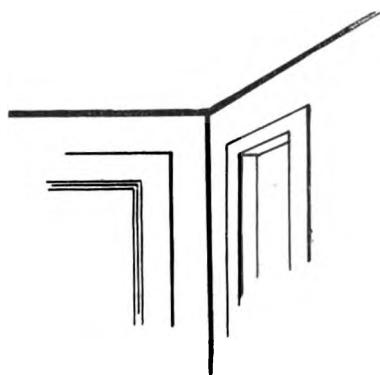
4. See Manual, p. 25 Prob. XV, and p. 50



5. Answers will vary. See Manual, p. 79.



6. See Manual, p. 56 I and III, also p. 59 Rule (a).



7. ALBANY Examination.

**ALBANY.**

8. On Ground Line. See Manual, p. 63.

9. On the Point or face nearest the G. L. See Manual, p. 70.

10. Same as Q.

## BOOK NOTICES

**American Book Company****STORIES OF ANCIENT PEOPLES**, by Emma J. Arnold. American Book Company, New York.

This book is intended for supplementary reading. It embraces a series of sketches of men and events of the ancient past. It is valuable in that it is both interesting and also filled with important historical information.

**THE STORY READER**, by Alfred E. Logie and Claire H. Uecke, assisted by Sarah A. Milner. Price, 30 cents. American Book Company, New York.

This is an eclectic reader, the selections being well made and well graded. It is suited to primary grades. Suggestions for using the selections are given.

**A PRIMARY HISTORY OF THE UNITED STATES**, by John Bach McMaster. American Book Company, New York.

This volume embraces a narrative of events covering the whole history from earliest to latest, given in the usual interesting style of the writer. It is well illustrated and the illustrations are true to the times they set forth.

**ELEMENTS OF PLANE GEOMETRY**, by Alan Sanders, of the Hughes High School, Cincinnati. Cloth, 12mo, 247 pages. Price, 75 cents. American Book Company, New York.

The distinctive features of this work seem to be, as the author states: The omission of parts of demonstrations, and the introduction, after each proposition, of exercises bearing directly upon the principle of the proposition. The pupil is thus forced to reason for himself, rather than to memorize a process of reasoning in any geometrical problem.

**THE DISCOVERY OF THE OLD NORTHWEST**, by James Baldwin. American Book Company, New York.

No section of our country was explored and made known to the civilized world with greater peril than that portion known as the "Old Northwest." Little, however, of authentic history has been written of the daring men who first wrested this region from the unknown. Sketches of this early history are given in this volume in a clear and pleasing style of the narrator. It is especially written for young readers.

**WINSLOW'S NATURAL ARITHMETIC**, by Isaac O. Winslow, M. A., Principal of Thayer Street Grammar School, Providence, R. I. In three volumes, each cloth, 12mo. Book I, 256 pages, 30 cents. Book II, 271 pages, 40 cents. Book III, 303 pages, 50 cents. American Book Company, New York.

This is a well-graded course in the study of arithmetic for beginners. The easier principles are first given, and the more difficult ones reserved until these are thoroughly mastered. Each new principle is developed thoroughly before it is put into practice.

**THE FIRST STEPS IN GEOMETRY**, by G. A. Wentworth and G. A. Hill. American Book Company, New York.

The student must not enter the mazes of the study of geometry with eyes shut. If he does he will become lost, and will extricate himself with difficulty. It is important that he be sure of each step before the next one is taken. This book is an introduction to the science, giving a knowledge of figures and their construction, and of elementary principles, geometric terms, etc., that well paves the way for advanced work. It also makes the pupil familiar with much that often deters abstract thinking.

**Ginn & Co.****A SYLLABUS OF CIVICS**, by Supt. F. D. Boynton. Ginn & Company, Boston.

Published in pamphlet form, this little book is a valuable addition to the literature of this subject. Its aim is to give a brief, clear working knowledge of our government.

**SELECTIONS FROM FIVE ENGLISH POETS**, by Mary E. Litchfield. Ginn & Company, Boston, Mass.

Some of the best poems of Dryden, Gray, Goldsmith, Burns and Coleridge are given in this volume, together with ample notes and sketches of the lives of each author. This work of the editor has been done with more than ordinary care and intelligence.

**COMPOSITION AND RHETORIC FOR HIGHER SCHOOLS**, by Sara E. H. Lockwood and Mary Alice Emerson. Ginn & Company, Boston.

The chief characteristic of this text is that the pupil is led to do his own thinking and writing. The plan is made, the principles given and numerous exercises and selections are added to illustrate the topic; then the pupil is called upon to do independent work.

**FIRST YEAR LATIN**, by William C. Collar and M. Grant Daniell. Ginn & Company, Boston.

The authors set forth what ought to be expected of a pupil of fourteen who has had thirty-eight weeks of instruction in Latin; then write a book to accomplish such expectations. Principles of pronunciation, familiarity with inflected forms, translation and Latin order of words are the chief things, in their judgment, to be accomplished.

**MOTHS AND BUTTERFLIES**, by Mary C. Dickerson, B. S. Ginn & Company.

This is a valuable addition to the literature of nature study. It is not in any sense technical, and upon a topic that is always interesting. Indeed it takes up this important branch of the study in a way to make it both interesting and valuable, and will lead the pupil to farther investigation. The volume is handsomely illustrated and printed in large, clear type.

**THE GUILFORD SPELLER**, by A. B. Guilford and Aaron Lovell. Ginn & Company, Boston.

The authors give, as a reason for the appearance of this speller, that in spite of improvement in the method of teaching spelling in the last quarter of a century, spelling is yet poor generally. They believe this book will be a remedy. The characteristic feature is "dictionary work." In other words the child is led to consult the

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dictionary when difficulty in spelling a word arises, and is given a thorough understanding of how to do this intelligently. Together with the teaching of orthography is a valuable study of word composition and pronunciation.

### Thomas Y. Crowell & Co.

Thomas Y. Crowell & Company, New York city, are publishing the Success Booklets, by Orison Swett Marden, the distinguished editor of *Success*. These booklets are filled with the inspiration that a young person needs, and should be in every school library.

**TWO AND ONE**, by Charlotte M. Vaile. Thomas Y. Crowell & Company, New York.

A dainty little volume of stories for the children. It is so well-printed and presents such a neat appearance, and the stories are so well and interestingly told that it will delight the hearts of the boys and girls.

The new Handy Volume Classics put out by Thomas Y. Crowell & Co., New York city, is deserving of special mention. They are bound in cloth, gilt top, 18mo. size. Price 50 cents. This edition contains some of the choicest titles, among which we find "Aurora Leigh," by Mrs. Browning, "Bacon's Essays," "Conversations on Old Poets," by Lowell, Southey's "Life of Nelson," "Macaulay's Historical Essays," "Unto the Last," by Ruskin, etc. The typographical appearance, the paper used and the fine binding, at

the low price make this a very desirable edition. In fact it is the best for the price we have had the pleasure to examine.

**LITTLE ARTHUR'S HISTORY OF GREECE**, by Arthur S. Walpole. Thomas Y. Crowell & Company, New York city.

Young people will not fail to be interested in this very readable history of a remarkable people. It is written in the style of a narration, and contains all the essential facts in a young people's history.

Thomas Y. Crowell & Co., New York city, are putting out some fine new editions. Among others is the Astor Edition of Poets in fine cloth binding, 12mo., price 60 cents. The print is large and clear, the paper and binding good, and the notes upon the subject matter numerous and well-prepared. The volume of Tennyson's "Idylls of the King" is edited by Prof. Eugene Parsons.

### D. C. Heath & Co.

**A HISTORY OF THE UNITED STATES**, by Allen C. Thomas, A. M. D. C. Heath & Co., Boston.

This is a newly-written and thoroughly revised edition of the former book. It is an impartial history, giving especial attention to the achievements of civilization and progress in our country.

**A BRIEF TOPICAL SURVEY OF UNITED STATES HISTORY**, by Oliver P. Cornman, Ph. D., and Oscar Gerson, Ph. D. D. C. Heath & Co., Boston.

The teacher who believes in teaching history by means of topical reviews will find this little book well adapted to his use. The book, however, assumes that the pupil has previously studied this important subject.

### Silver, Burdett & Co.

**INTRODUCTION TO THE STUDY OF COMMERCE**, by Frederick R. Claw, Ph. D. Silver, Burdett & Co., New York.

This is designed as a text-book in economics for pupils of secondary schools. The author believes that the curriculum should still be broadened, evidently, and economics of a practical nature introduced. If this be true, this book will be found a valuable treatise upon the subject with which it deals. Its aim is to give the pupil a knowledge of the principles underlying business.

**THE WORLD AND ITS PEOPLE**, by W. Fisher Markwick, D. D., and William A. Smith, M. A. Silver, Burdett & Company.

This is another valuable volume in a series descriptive of countries and their inhabitants. Book X deals with the South American republics, and is thoroughly descriptive of life and manners in these interesting lands of our neighbors. The work shows marked literary ability, for the story is well and interestingly told. The historical and biographical features, and the description of the people, and vegetable and animal life, make the book a splendid volume for supplementary reading. The work of the printer and bookbinder is well done.

**Miscellaneous**

Longmans, Green & Co. have sent us their Pictorial Geographical Reader, Book I.

This book deserves attention from the fact that it is not alone interestingly written, but each lesson contains much information valuable to the child.

**THE HOLTON PRIMER**, by M. Adelaide Holton. Rand, McNally & Company, New York.

In our judgment there is not a defect in this beautiful primer. It is sensibly written, highly illustrated, and a jewel in typographical appearance.

**THE COURTSHIP OF MILES STANDISH**, edited by George Armstrong Wauchope, M. A., Ph. D. University Publishing Company, New York.

A complete analysis of this beautiful poem is given in the somewhat extended introduction, and is made in such manner as to enliven interest in the poem as a story and as a piece of literature. In fact, nothing has been left undone by the author that ought to be done to make the study complete.

**COMMERCIAL GEOGRAPHY**, by Cyrus C. Adams. D. Appleton & Company, New York.

The author has written a very clear and interesting analysis of those causes and conditions that affect commerce and industrial activity in different sections of the world. The geographic influences of each country and their effect is, of course, the dominating feature of the book. It is embellished with many fine illustrations and maps.

**NEW LESSONS IN LANGUAGE**, by Gordon A. Southworth. Thomas R. Shewe & Company, New York.

The objects set forth by **Rest** of this book commend it to the teacher of language in the lower grades. He purpose of the book in the child a liking for good literature. **PEAN PLAN** has made selections to this end. accompanying lessons are **AY AND MA** to help the child to write and to learn the subject of the lesson. The book **ALBANY** gives some acquaintance with elementary grammar. We like the arrangement —atter of the book.

**LOLAMI, THE LITTLE CLIFF-DWELLER**, by Clara Kern Bayliss, author of "In Brook and Bayou." Bloomington, Ill., Public-School Publishing Co., Publishers.

This is the story of the life of a child of that interesting race of cliff-dwellers. The customs of this people of New Mexico and Arizona and their surroundings are faithfully described. The adventures of Lolami bring to the reader a true knowledge of the characteristics of this strange people.

**BOOKS RECEIVED**

**JOHANNES**, edited by F. G. G. Schmidt, Ph. D. D. C. Heath & Co., Boston.

**THE LIFE OF A BEAN**, a pamphlet by Mary E. Laing. D. C. Heath & Co., Boston.

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**THE RAPE OF TROY**, <sup>AN</sup> ESSAY ON MAN, EPISLLE TO DR. BOYNTON. Houghton Mifflin Co., Boston.

**LA NEUVAINE DE CHAUSSEES**, Jeanne Schultz. Edited by Florence T. Fairbault, Minn. Cloth, no. 148 pages. Price, 45 cents. American Book Company, New York.

**L'ENFANT ESPION AND OTHER STORIES**, edited by Reginald R. Goodell, M. A., Instructor in Modern Languages, University of Maine. Cloth, 12mo, 142 pages. Price, 45 cents. American Book Company, New York.

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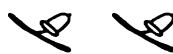
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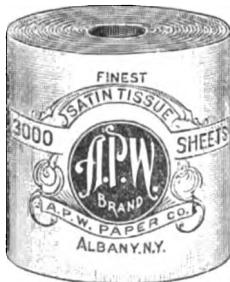
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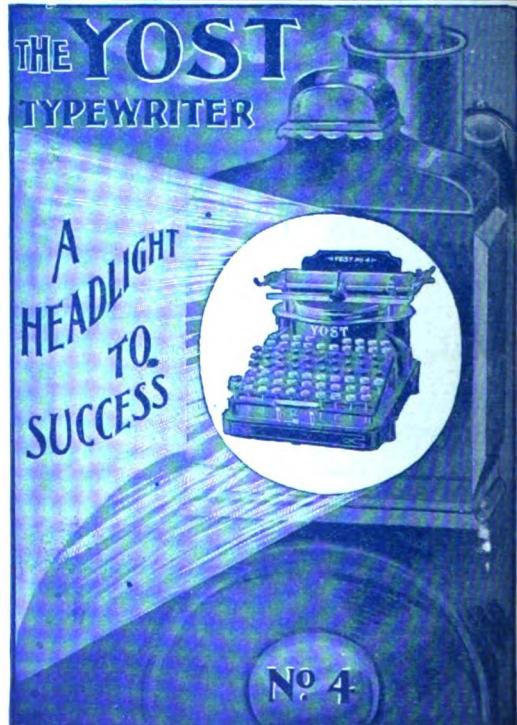
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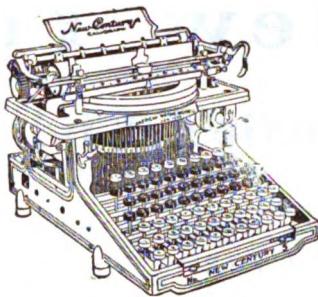
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No. 2

## PRESENT TENDENCIES IN HIGHER EDUCATION

DR. WALTER B. GUNNISON, BROOKLYN, N. Y.

AS the movements of a ship that is being drifted about by different winds and currents can be determined most accurately by the seamen on board by use of the plummet and line, charts and compasses, yet they can also be determined in a general way by those who are watching the movements from a fixed point on shore. So from the standpoint of a secondary man, I shall call attention to a few points which indicate the movement and tendency of the educational forces above us.

In a general way I should characterize the whole drift of the higher institutions as helpful and encouraging. The general awakening that has touched every department of educational endeavor seems at last to have reached the colleges and universities, and they are now taking a rational place in the system of national education. I say this advisedly. While there is a tradition that all advances in education proceed from above downwards, I feel safe in asserting that the great awakening of the last few decades has been largely from below upwards. The wonderful organization and development of primary education with its careful supervision, its kindergartens and manual work, has modified largely the in-

struction in secondary work. The articulation there has become reasonably accomplished, and now the same process is rapidly being effected between secondary and higher institutions.

This is notably illustrated by the accomplished work of the united colleges and secondary schools of the Middle States and Maryland. For years the whims of individual colleges or professors has placed upon the secondary schools the enormous and wholly discouraging work of having as many different lines of preparation as there were institutions whose instruction was sought. By the recent establishment of the uniform series of examinations on the part of the colleges, examinations which have been carefully made with reference to



DR. WALTER B. GUNNISON

the work done in the secondary schools, a great step has been taken toward an intelligent and coherent extension of educational facilities.

The broadening tendencies in higher education, too, have been very manifest. We use many figures of speech to illustrate the process of education—the river with its tributary streams—the pyramid—but to me the most nearly accurate is that of the mountain rising from the plain until it

towers among the clouds—its summit always inaccessible and perhaps indiscernible save for the occasional glimpse to the eye of genius. The fertile fields and foot hills teem with life and with every form of industry and may well picture the work of primary education the great sub-structure on which all else rests,—the most important and extensive of the entire structure. Above this would be the belt representing secondary education—only a little above—differing only in degree from the mass below and a very essential part of the great base. Above all this comes the portion occupied by the higher institutions. Between this portion and that represented by secondary education has long been apparently a stratum unoccupied, save perhaps by clouds, which have served to shut off the vision of one from the other. Too often the upper portion has had its home and field of endeavor far beyond the line of vegetation and from that arid belt has come little to interest and quicken those below. The men engaged in the upper work too often were clad in skins. They let their hair and beard grow. They were engrossed in affairs entirely beyond the world and its great movements. Like the boy who passed through the Alpine village, bearing through snow and ice the little flag with "Excelsior" upon it, the great universities have been striving to reach the great heights beyond and looking forward with no thought or care for their responsibilities toward the great world below.

It is not strange, therefore, that a cry has often arisen from the great captains of industry, that higher education unfitst one for the struggle with the world, but as I have suggested, there is a marked tendency to change the method and the aim. The leaders of the higher education, whose attitude has been simply a star-gazing one, are beginning to look not only upward, but around and down and are beginning to realize that all speculation and philosophy and attain-

ment of the higher work are valuable only as they have some direct bearing on solving the great questions of world interest. In short, the methods of the colleges are becoming more human and their lines of effort are beginning to extend downward through the secondary field to the most primary endeavors and interests. The rise of college and university settlements for the study of social problems, the modification and unification of entrance requirements, the establishment of courses that will fit on closely to any four years of work the secondary schools may do, all show the power of some regenerating influences in higher institutions undreamed of thirty years ago. Humanity has been recognized and heroic efforts to bless and encourage it are more to-day than ever the aim and avowed purpose of our universities.

This tendency of helpfulness on the part of the higher institutions is nowhere better shown than in the very recent change of attitude of many of them in regard to the methods of education. It is only within a very few years that any of our leading institutions in any way recognized the existence of any such thing as proper educational standards and methods. If a man knew his subject thoroughly he was regarded as equipped to teach. The fact was absolutely ignored that in order to properly instruct one must not alone know the subject that is to be taught, but also the subject *who* is to be taught; that all proper education should realize the fact that to be effective it must be adapted to the conditions; that while the principles underlying the teaching in kindergartens and universities are the same, the methods and objects are widely different. How many of the classes in our secondary schools have been stupefied and deadened by the transference to these schools of university methods and practices good in their place. But thanks to the broadening tendencies of the day we are having candidates whose ripe scholarship

has been supplemented by a study of the problems of secondary education, under men who have had wide and successful experience in this line of work.

Again the tendency of higher education is to take a broader view over the whole field. Education seems to have a more true and full meaning than ever before. More stress is laid on character than on Greek. The brawling contentions between town and gown are ceasing in all reputable institutions. To-day a matriculation is no longer a protection against the service of a civil or a criminal process. Athletics no longer is the province of the paid coach or profes-

sional gamester, but it is the solicitous concern of faculty direction. The college man must possess not alone knowledge of books, but he must be the possessor of the spirit of the gentleman. These changes, not of long standing all of them, indicate conclusively to those of us who are viewing the movements of higher education from beneath, a tendency which promises much for the future of education. They are all upward and in the line of a broad, intelligent and human appreciation of the needs of the community and of this age of progress of which we are more and more an essential part.

## COMPARISON OF KINDERGARTEN PROGRAMS

ELLEN JONES, SUPERVISOR OF KINDERGARTENS, ALBANY, N. Y.

THE subject is, or should be, of vital interest to every kindergartner, for it really seems to be the skeleton of our whole kindergarten body. If I were asked what phase of work would best reveal the kindergartner's grasp of Fröbel's wonderful system of education, I think I should be tempted to answer, "The kindergartner's power to plan her program, and the success with which she could apply this to the child's development." For through this we could judge of her insight into the games, mother play, gifts, occupations and stories of the kindergarten; and also the extent of her knowledge of the nature and powers of the child physically, mentally and spiritually. We could also judge of her grasp of Fröbel's vital principles, as well as the degree of her own personal culture.

I think we will all agree as to the necessity of some plan or guide which for convenience we will call a program. Of course among the kindergartners, as well as among other workers, we find here and there real artists or lights who are on so much higher plane than ordinary mortals that they have transcended the needs of the lesser lights; but speaking on general principles, a plan

is not only a convenience, but a necessity. When we have made Fröbel's principles as much a part of ourselves as have some of our strongest workers, then it will be time enough for us to attempt to do what they can now do, *i. e.* work on what we might call an impromptu plan; but I doubt our being able to do so, even with their experience, for this must require an exceptional character. In the first place were we to attempt this style of work, a small class would be a necessity,—for no ordinary intellect could keep in mind the special needs and points of departure for a great number of children; and we at least who speak from the public school standpoint, cannot say that classes are small.

Then, too, should we depend upon a chance occurrence for our topic of conversation and hence the subject for our games, as for instance a new toy, a new baby, or a journey of one of the children, or even should we depend upon the drift of the conversation to-day as indicating the subject for to-morrow, could we ever be sure of finding the common point of departure for *all* the children? Of course I do not know what your plan of work is, or if, per-

haps, you are fortunate enough to work without a plan, but let it be clearly understood that when I refer to Albany work I am really quoting Miss Blow—for she stands back of the kindergarten program work of Albany and many surrounding places. And many of us cannot help feeling supremely grateful that a Miss Blow has lived in this generation of kindergarten workers to recall us to a Froebelian development of the children from which we had unconsciously wandered; and we tremble to think where we might have drifted had not Miss Blow, with her keen insight, warned us of our danger.

Do you ask "What danger?" I will answer, the danger of an illustrative program. And if our influence to-day can be the means of preventing even one kindergartner from living through this stage of experience, we will be gratified. Mind you, I did not say *satisfied*, for we will never be satisfied until quite assured that the whole kindergarten-world has recovered from this contagious disease, and that all danger of further contagion has been stamped out. Perhaps many of us can recall with what a shock we read Miss Blow's "Danger Signal" in the *Kindergarten Review* of January, 1898, in which she so plainly told us that while calling ourselves Froebelian, we were Herbartian in our principles, and suggested that we should at least be honest enough to own to being followers of Herbart if we approved of this plan, instead of untruthfully calling ourselves Froebelian.

Perhaps there may be some whose kindergarten life has been so ideal that they do not know what we mean by an *illustrative* or Herbartian program. It is when we conclude that the same story must be told the children in all phases of a kindergarten meaning—that the morning talk, songs, games, stories, gifts and occupations should each tell the same thought in its own way; and not for one morning only, but often for a week at a time, and even sometimes for a

month according to the breadth of the subject and the ability of the kindergartner to manipulate Froebel's means of expression, his gifts and occupations to cover so long a period of time. What is the result of this kind of work? In the first place the teacher is very much in the foreground, and she certainly insinuates herself into the child's mind. She has found out what can be done with the gift material and practically says to herself, "The children will be surprised and pleased when I let them know that they can make a picture of such and such a thing with the third gift perhaps, or the tablets. Where is the development of the child's self-activity in such work as this? And of what use is our system of training class work where the pupils are brought face to face with Froebel's underlying principles, and then are expected to plan for the children without reference to these principles? Lessons given to the children in this way must be disjointed and we find no connection between a lesson given with the sticks to-day and the last lesson in sticks. Consequently at the end of the year we allow the children to use the gifts in as simple a manner as they were able to use them in the fall when they entered kindergarten. In thus considering the material rather than the needs of the child, we violate Froebel's principle of relationships—for he says "Give nothing to the child unrelated." What we should really do is to help him to organize what is already in his mind in confusion, instead of adding more confusion.

What is the first step towards bringing order out of chaos? Organization and classification—just what was done at the beginning of the world. God separated day from night,—earth from the heavens,—land from the water. He assigned each phase of His creation its own special place and work and brought all under His own perfect laws.

So when the child comes to us he has had

many experiences and impressions, but no attempt has been made to organize or classify them. This is where the kindergarten steps in, and by a watchful following of the child and a careful introduction of Fröbel's wonderful gifts the child becomes familiar with the typical qualities of all objects, thus receiving standards to which he may refer all variations of these standards. He becomes familiar with typical forms, colors, activities, direction, position and number; and by receiving not only the gifts as a whole in logical sequence, but each special gift also in sequence, he becomes familiar with one of nature's laws and a law of his own being. Does not Fröbel in the *Education of Man* warn us not to forget that the same laws rule in nature and the child? Then, too, in holding ourselves to this much abused method, we are apt to concentrate on the accidental rather than the universal, and our connections are forced and in many cases ridiculous; as, for instance, forcing upon the child a connection between the Game of Knights and the fourth gift beauty sequence. Can we wonder at the little boy who grew tired of the subject of apples, and finally, when told to draw apples, he drew a few and then drew a pig? When asked by the disappointed teacher why he did not follow directions, he answered, "these are the apples and this is the pig which ate them all." I suppose he had had apples served for breakfast, dinner and supper; had had them for morning talk, games, table work; had had them cooked and uncooked, whole and sliced; had had them in the seed, tree blossom and fruit, and then had gathered them and shipped them to all parts of the world. Do not misunderstand me, I am not criticising the fact of the story of the apple for the progressive tracing through the steps of a sequence either backward or forward is good; but I am criticising the use of the gifts in this symbolic way. Let this always come from the children, if at all. Never force upon them the sym-

bolism which may occur to our grown up minds.

Now, perhaps, some one may be asking herself the same question asked by so many kindergartners when warned by Miss Blow: "How may I get back to the right path now that I have wandered from it?" Let me quote a few words from Miss Blow. "The purpose of the program is the development of the child. The true program should be based on the universal experiences of the child and child-life, and depends on the following principles:

1. The right conceptions of the gifts, occupations, songs and games. (Surely the kindergartner using the illustrative plan has not the right conception of the gifts, occupations, songs and games.)

2. The relation of the gifts, occupations, songs and games to each other.

3. The application of the gifts, occupations, songs and games to the development and experience of the child."

In the light of this we find it best to let our work group itself around two centers which are given in contrast, and mediated by the child himself. The first center, the talks, stories, pictures, songs, games. The second center, the gifts and occupations. So the questions which arise for consideration are, in regard to the first center, "What is the logical succession of the child's experiences during the year?" In regard to the second center, "What logical order shall we follow in presenting to him the gifts and occupations?" In regard to both centers "What should be the connection between these two centers of work?" If the child is intensely interested, the thoughts he has received in games, stories, pictures, etc., will be reproduced more or less with his gifts and occupations. And on the other hand, if the gifts and occupations have aroused in his mind typical facts, he will find these facts in connection with his pictures and games. Thus the child will harmonize for himself these contrasts.

As the songs and games are the attempt to interpret what is around the child and not what is far away, it will not be difficult to find common points of departure to meet the needs of even a great number of children, so we take for this the subjects of the mother play, because they show the mother's natural response to universal manifestations of child nature. Agoonack and Hiawatha are too far removed, but the father, mother, baby, home, trades and nature are near to all children. So the songs and games must make the child acquainted with what the home is to him and what he is to the home —what the trade world is doing for him—and also must reveal to him nature and her chain of relationships.

In determining which mother play will first respond to the needs of all of our children, we remind ourselves of the fact that they have all had at least *one* common experience in the fact that they have come away from home among many other children who are interested in them and want to call them by name and greet them with friendly bows and songs each morning. Surely we have a picture which will appeal to them in this condition of alienation and estrangements. And we also have stories which picture the same condition of affairs for some imaginative being; and it will not be a difficult matter to supply ball games and visiting games for these first days.

Now in regard to the second center—the gifts and occupations. It would be necessary to plan out in detail the progression from week to week if our aim were to give specific aid. And here let me say that in spite of all belief to the contrary, this might be done without necessitating mechanical work on the part of kindergartners. But just a few suggestions which may be of use. There are typical questions which must arise in the mind of every kindergartner at the beginning of the year, *i. e.* What logical order shall I follow in presenting

the gifts and occupations to the children? How much of all my kindergarten knowledge can I use in forty weeks' work with the children? How many gifts shall I use in a year? How much of the second gift will my children be likely to need? How long shall they use third gift? Shall I use third gift in the spring, or will the children be beyond it? If I wish to give my class a certain number of stick lessons during the year, how many of these lessons shall be in relation to life forms? beauty forms? knowledge forms? After a few leading questions such as these, if you were to make out a good logical sequence of lessons in each gift and occupation, having decided as to the special characteristics to be emphasized, you could not go as far astray as though using the gifts and occupations merely to illustrate. But the satisfaction in this would only be a transient one, for doubts and queries would soon arise and a great deal of valuable time and effort would be lost in experimenting and changing in order to get the best; then would come the decision that you must come in touch with some one of a broader experience and knowledge than yourself. This is where Miss Blow's program came to our assistance, as it meets all doubts and difficulties, because it is founded on a thorough comprehension of child-nature and also a thorough comprehension and interpretation of Fröbel's works.

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The talent of success is nothing more than doing what you can do well and doing well whatever you do, without a thought of fame.—*Longfellow*.

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The sweetest lives are those to duty wed,  
Whose deeds, both great and small,  
Are close-knit strands of unbroken thread  
Where love ennobles all.

The world may sound no trumpets, ring no bells;  
The book of life the shining record tells.

—Elisabeth Barrett Browning.

## School Men of the Hour

DR. JOHN M. MILNE

(For portrait see front cover)

DR. NICHOLAS MURRAY BUTLER in the *Educational Review*, protesting against Dr. Stanley Hall's magnifying original research and investigation as the necessary element of a progressive and effective scholar, says, "It must be borne in mind that productive scholarship and printing are far from being identical. The highest type of productive scholarship in our day finds its expression through will-work in institutions great and small." Dr. Butler calls attention to the point that besides the fact-knowledge which finds expression in printing, we have the infinitely more valuable will-action which finds its expression in fuller, deeper, richer and new and more effective combinations of human minds and human effort. There are many co-operators in this work along educational lines of whom the general public and the average school man hears but little, yet in their own field and in their own way they are exerting this productive scholarship in will action that certainly tends to wider interpretation and nobler effort by human minds. Among the many thus putting their scholarship in concrete work with the young men and women who are to labor in the schools of the land, none is more effectively and honestly successful than the president of the Geneseo Normal School whose sketch appears below.

When Dr. John M. Milne succeeded his brother, now President of the State Normal College, Albany, N. Y., there was a question as to how successfully he would carry on the institution so efficiently managed by his predecessor. To say that the comparison bring him no discredit is a high compliment. Beginning his work as head of such an important institution when but practically a mere boy, his charm

of manner, absolute integrity and rare good sense carried him easily and successfully through the many difficulties that would naturally arise under such conditions. To say that friction in faculty or school is practically unknown at the Geneseo Normal, that its attendance and material advantages have simply boomed, that withal its students and its work are generally recognized as among the best is a brief but none the less accurate and creditable epitome of his fourteen years work at the Geneseo, N. Y., State Normal and Training School.

Now in the prime of life, with magnificent health and the best of life before him, at an age when most men are beginning such work and consider it an honor to have won such a place, he finds himself an experienced and successful administrator and expert in manual training of teachers.

If his growth during the succeeding years of his life is in any manner proportionate to that which he has already attained, there is no telling the success and usefulness that may yet be his.

John M. Milne was born near Aberdeen, in Scotland, March 3, 1850. His father, Charles Milne, was by occupation a miller. He left Scotland and came to America in 1852, and resided with his parents at West Rush, and afterwards at Holley. He attended the public schools winters and in the other seasons did farm work at monthly wages. Agricultural pursuits however, were not to be the destiny of a young man of his scholarly tastes and aspirations and his great capacity for acquiring knowledge. He had determined early to follow a professional life; and after four years of labor as a farm hand he began the foundation for his future career by entering the Normal School at Brockport, where after four years of diligent application he was graduated

with high honors in 1871, as qualified to be a teacher.

He therefore, directly upon graduation from Brockport, entered Rochester University, where he remained but one year. Having already acquired a high reputation as a scholar, he was at this time tendered the appointment of instructor of Greek and Latin in this school, which position he accepted and came to Geneseo in 1872. Although the duties attached to his new office were taxing and at times arduous, he still clung to his determination to secure a college education, and by an arrangement with the authorities of Rochester University, he was permitted to pursue a non-resident course, and in this manner graduated from that institution in the class of '79, with all the honors attached to a regular attendance. In 1889 he was appointed principal of the Geneseo Normal School.

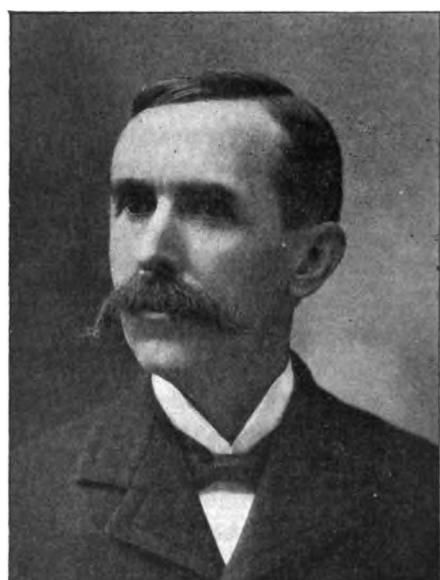
During his residence in Geneseo he has identified himself prominently with local affairs, and served as president of the village in '97, '98 and '99. He is a member of the Alpha Delta Phi of Rochester University, and received the degree of Ph. D. from the University of the State of New York in 1890.

#### SUPT. JAMES M. CRANE

**W**E tell this month the story of one whose work as a teacher has been confined to the territory in which he spent his youth and in which he early began his teaching work. This is so seldom the case, that when it is we are apt to suspect that indifference, self-satisfaction and lack of progressive spirit is the cause. Just why this should be the case, why a man should not be respected for a disposition to continue the work where he began, to do that which he finds at hand to do and to try to perfect it instead of hopping about to stir things up in new field after new field, never remaining long enough to secure permanent

results, is explainable only by the newspaper and public laudation of men restless for sudden and rapid promotion.

The subject of this month's sketch cannot be accused of holding fast to his first choice of locality for work through any lack of progressiveness or undue complacency with his work and its results. We find him at all times endeavoring to improve his own preparation and the work of those



SUPT. JAMES M. CRANE

with whom he is associated, as well as those under him. At a time of life when most men would consider that their views were too well fixed to permit a change and that the task itself was too severe, he undertook to become versed in the latest and the soundest points of view and purposes of pedagogy by taking and completing a course leading to Pd. M. at New York University School of Pedagogy.

There is something very much to admire in such a career, and when it includes an experience covering country school teaching, county supervision, high school teaching and principalsip, and finally city superintendent, we should say that Newburgh, N. Y. is fortunate in possessing one

having this wide experience and slowly matured pedagogical training at the head of its school system.

James M. Crane, superintendent of schools of Newburgh, N. Y., was born near Circleville, Orange County, N. Y. His father was a farmer and justice of the peace and during his life spent much time in teaching. In early life Mr. Crane attended the district schools, and at the age of seventeen began his work as a teacher. While teaching he pursued a college preparatory course under a private tutor, which course he afterwards completed in a private school in Circleville. He finally decided to take a normal course and entered the State Normal School at Albany in September, 1862, from which he was graduated in July of the following year. Since then he has been teaching in the public schools of the

state continuously. He was principal of the Roslyn, L. I., public school part of the year, leaving there to take a similar position at Walden, N. Y. After three years' service at that place he was appointed principal of Newburgh Grammar School No. 4, in September, 1866. Two years later he was appointed assistant principal of the Newburgh Free Academy. After serving in that capacity for eighteen years, with entire satisfaction to all, he was appointed principal of the academy in September, 1886, which position he filled until his election as superintendent, January 10, 1901.

The honorary degree of A. M. was conferred upon him by Union College in 1890. After completing the prescribed course of study he was graduated from the School of Pedagogy, New York University, in 1893, with the degree of Pd. M.

## The Best to be Found

### Articles from Educational Journals Summarized

LIFE is too short to waste  
In critic peep or cynic bark,  
Quarrel or reprimand:  
'Twill soon be dark;  
Up! mind thine own aim, and  
God speed the mark!  
*—Ralph Waldo Emerson.*

A PESSIMIST is an egotist who foolishly imagines the sun sets every time he shuts his eyes.—*Florida School Exponent.*

THE teacher who expects a parent to be reasonable about his own child is a very unreasonable teacher.—*Judge Gaynor.*

CORRECT theory lies at the foundation of all correct teaching. Good teaching based upon a false theory is impossible.—*Ohio Teacher.*

THE children must learn the three R's; but the teacher must be blessed with the three G's: Grace, Gumption and Grit.—*Southern Educational Journal.*

MANY faults for which children are punished are faults of immaturity, and require no punishment, for they will correct themselves in time.—*Helen A. Coith.*

SOME men pride themselves on their obstinacy, forgetful of the fact that the common sense of mankind has adopted the donkey as the common symbol for obstinacy and idiocy.—*Florida School Exponent.*

PRACTICE the inverse of the Socratic method. Instead of questioning the child, get the child to question you. That is an art better than that of Socrates. In your teaching be a parent rather than a midwife.—*Exchange.*

THERE is nothing worse than to gather into one school children of one set, one sect, one nationality, or of one race. They should all be brought together, so that the rich man's son and the poor man's son, the Protestant and the Catholic, may learn that the best that is in them is what is common of them.—*Dr. William H. Maxwell.*

To BE alert; to know what is transpiring in the field of pedagogics; to discern the trend in educational movements; to discriminate between the false and the true, the sound and the unsound; to possess energy, teaching power, organizing and executive ability, is to be equipped for the creation of an efficient, up-to-date, progressive school.—*Annual Report Supt. J. M. Greenwood, 1900.*

TEACHERS are adjudged too much by characteristics, too little by character. You come to me for a teacher, and I say, "Well, here is a capital man in most ways; but he lacks tact." Like a flash you reply, "That settles it; tact is indispensable." Is it? That depends on the man. Thomas Arnold had no tact. Edward Thring abounded in the lack of it: so if all men had been of your mind, England would have missed the two greatest teachers she ever knew.—*Bardeev's "Teaching as a Business."*

HIGH scholarship does not always insure good teaching, but there is no uncertainty about poor scholarship. No greater fallacy exists than that a teacher who is barely in advance of his pupils can do good, acceptable, profitable work in the school. He has no stock of reserve power with which to meet emergencies, and is all the time trying to conceal the condition of his resources lest the pupils make a run on him. The circumstances under which he is placed render him unfit, both intellectually and morally, for the work of teaching.—*John McBurney.*

UNDERLYING the whole question of religious instruction in our schools is another, viz., as to how far the will of a minority shall govern in such matters. If our public schools are to be thoroughly secularized, and all recognition of God and religion excluded, then our schools are to be turned over in these matters to the rule of a small minority. If the same rule were applied in all matters in which the public is concerned, we would become a purely secular nation. But Christianity has become imbedded in every texture of our national life, as the Supreme Court states, and there is no valid reason why all religious teaching should be banished from the public schools any more than religious observance should be driven from our public life. This is not agnostic France; this is Christian America.

*American Journal of Education.*

WHEN the little baby at home is learning to walk does the father hire a trained athlete to show it how? If the baby wabbles, let it wabble. It will learn how to walk better in time; so with writing. Don't expect the young people to learn everything all at once. Many painstaking teachers go over every composition, minutely marking each and every mistake. They make the page look as though a harrow had been over it. They seem to think that if they don't mark every mistake, they will never have another chance. But they will have—plenty of them. It would be much better for teachers to save their strength for the recitation or to use it in preparing for recitations than in marking up fifty compositions so as utterly to discourage the pupils. One or two mistakes may be pointed out in each paper, and that is quite enough.—*Supervisor C. Metcalf, Boston.*

A BILL prohibiting the requirement of home study by pupils in certain grades of the public schools has been passed by both branches of the legislature of California,

and is now lying on the Governor's desk in Sacramento awaiting his signature. Before signing the bill the Governor asked school authorities in the state to make a thorough comparison of the progress of pupils who do and those who do not study at home. The results, as reported, have unanimously shown the wisdom of making the bill a law. Principals of San Francisco have been surprised to find that children make as rapid progress when doing no work outside the school room as when they spent every evening over books. In most cases the pupils were found to be brighter, more eager for work and less eager for mischief in school when the time outside the school was their own. The experiments are to be continued in California schools, and there is every prospect that the bill will become a law.—*Wis. Journal of Education.*

I AM not certain of the efficacy of the school savings bank. Without considering the attending machinery and added responsibility to the teacher in opening and running cash accounts with the pupils, and yielding for the sake of argument to the protestations of those who are earnestly in favor of the institution, wherein they insist that neither time otherwise needed is taken from the school nor added burdens imposed upon the immediate school management, I regard the training, which is supposed to be given, as of doubtful advantage to the child. In some children it develops a hoarding instinct too early.

The school savings bank movement is an attempt on the part of educational reformers to introduce what belongs to adult life into the life of childhood. Those who are engaged in what they believe to be the encouragement of thrift in children are heartily set on this institution, which seems to have been introduced into this country in 1885 by a Long Island enthusiast, who has devoted much time to the encouragement of the enterprise.

Our young people need to be taught to

be generous, because they are at first bunches of selfishness. The average child is better, nobler and purer for the cultivation of giving, intelligently giving, and I believe is meaner when trained to appropriate all the gettings possible in his childhood for the gratification of himself; and hoarding in pocket or bank is often selfishness.—*Supt. Aaron Gove.*

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CLOTHES do not make the man, it is true, but in normal business conditions clothes indicate the qualities of the man. A business man who is cleanly and neatly dressed is probably a much better and stronger man than one who looks shabby, because the better man will usually look well. So a rickety and particularly a dirty schoolhouse is almost as certain proof of a weak school as a four-days'-old beard, a dirty shirt and baggy trousers are commonly indicative of a cheap kind of business man. People who know the value of a good school will provide a good home for it, and in turn the good home will help the school to grow better.

A true teacher, well sustained, will make an ideal school; but true teachers are few, or, at least, they seem few, because so many people who are really unable to teach well want to work at it for the pay, and are allowed to do so. Here is the greatest trouble in building up ideal schools.—*Pres. A. S. Draper.*

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THE strenuousness of modern life is shown in the change which has come over the teachers' summer vacation. The long, tranquil summer rest or summer manual labor has in large part disappeared. In place of it we have summer schools with elaborate programs; summer associations thronged by ambitious teachers, and followed by summer excursions which substitute railway travel and excitement for the tranquil rest; and summer institutes reaching even the

teachers of the cross-roads' schools. To the inquiry how shall you spend your vacation, one teacher answers, "I am going to California," and another, "I am going to Europe." This is the spirit of the modern world which is wide-roaming, active, strenuous. It makes life fuller and more significant; and as a consequence work is more vigorous and thoughtful. The old-time teacher, the old-time methods, and the old-time vacation have gone together.—*Wisconsin Journal of Education.*

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I HAVE never myself been inclined to join in the contempt which some educators throw upon English grammar. I myself am a firm believer in the teaching of English grammar. I believe that English grammar is one of the best mental exercises we have for our young children. It is for them elementary logic. If you place before a child the three sentences : "He shelters under an umbrella," "He shelters his friend under an umbrella," and "He takes shelter under an umbrella," and ask him to use his brains in making out the grammatical distinctions between the uses of the word "shelter" in those three sentences, you are requiring of the child an exercise of critical ability requiring the use of his brains as he is probably not required to use them in any other study in the whole elementary curriculum. Furthermore, this matter of grammar leads up directly to criticism. It furnishes the child with rules for criticism upon his own work, and it furnishes him with the best key which you can give him to unlock the meaning of all involved sentences that he may have to read in his literature studies.—*Superintendent William H. Maxwell.*

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IF one is inclined to preach and moralize at all in school, he is likely to do too much of it. Too little is altogether better than too much, and the "unconscious tuition" of the teacher's own conduct and personality is of

more value than many sermons. The argumentum ad hominem may, however, occasionally be used with excellent effect. The interest of children, like that of grown persons, is easily enlisted in the discussion of conditions which they can themselves illustrate from experience and observation.

Kate Douglas Wiggin says in "Patsy :" "We had our morning hymn and familiar talk in which we always outlined the policy of the day, for the children were apt to be angelic and receptive at nine o'clock in the morning, the unwillingness of the spirit and weakness of the flesh seldom overtaking them till an hour or so later."

A three minutes' talk of this kind with the teacher assuming an intimate, kindly, sympathetic attitude toward the pupils, reviewing the mistakes of the preceding day, finding out the causes and the best way to correct them; three minutes thus spent are worth hours of keeping in at night, when both teacher and pupils are tired, fretted perhaps, and irritable with a day's work in the vitiated air of the schoolroom.

Keeping in is perhaps a necessary evil, as a temporary expedient it must occasionally be resorted to. It is productive of no permanent good whatever, and the best schools reduce it to the least possible minimum.—*Exchange.*

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THE time has come when the clerical duties devolving on the principals of our public schools are a menace to really effective work, and a change must be made to enable them to perform that for which they have been educated and appointed—to instruct teachers and pupils. There should be a registrar in every school, especially in those of the grammar grade. Such a person should be educated for the position, should be a stenographer and typewriter, should understand the keeping of accounts, and should be familiar with the routine of school work. A young woman with these qualifications and a capacity for detail work need

not be a teacher, and there are not many teachers who could perform such work. Neither would the training necessary to teach qualify a person for the position of registrar. To fill that office acceptably one should come from the Commercial High School, in which institution there should be a class especially devoted to training young women for the position of registrar.

But provision must first of all be made for the appointment of registrars; and when that is suggested to the Board of Estimate, there will be another outcry of the extravagance of the School Board and the Board of Education. Better, however, that a \$700 clerk should be employed than a \$3,500 principal should be compelled to sit at his desk all day, instead of attending to the more important duties of the class room.—*Chicago School Weekly.*

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No school board should have the plans for a new schoolhouse drawn up without first getting, for their own or the architect's guidance, such suggestions and directions as nearly every state now sends out free in pamphlet form from its department of public instruction.

County superintendents can generally supply these direct, and they should be communicated with before plans are drawn. If your own state does not furnish them, they can be had free by addressing the superintendent of public instruction of some other state. The National Bureau of Education, Washington, D. C., has also published several bulletins along this line, for free distribution.

There are many things in the construction of a school building that will be neglected or overlooked if the plans are drawn up without consulting these sources of information. Such improvements cost little or nothing additional, make the work of the scholar far more convenient and effective.

The suggestions given cover heating and ventilation, the arrangement, size and loca-

tion of windows, the amount and location of blackboard space, the height of same and distance from the floor, the placing of chimneys, location of doors, entries, and wardrobes, the location of the building according to the points of the compass with reference to light, etc., color of tinting the walls, arrangement and kind of seats, location of source of heat with reference to same, kind and arrangement of shades, construction and location of outhouses, etc.—*Exchange*

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THE following article was written several years ago, by that excellent linguist, George Howland, of Chicago:

"The ends thou aims't at."—What that old grammarian could have been thinking of, who said "A preposition is a bad word to end a sentence with," is not easy to make out; for, as "houses are made to live in, and not to look at," so words seem made to work with, not to tie to; not to shut thought in, but to help it out. With so much to work for, and so much to think of, there is more than we shall ever be through with, if we allow ourselves to be so tied up with rules that we have no need of and no use for, so far as heard from. In our good old English tongue, whatever else we find to rejoice over, or pride ourselves on, we have this at least to thank her for, that she does not fetter herself with restrictions which she can just as well do without, nor load herself down with old tools that she is through with.

Perhaps it is not much to be wondered at, that such a rule should sometimes be insisted on; but if we look the matter carefully through, we shall find it to be one which we were better rid of. For full dress, the white kids and patent leathers may not be dispensed with; but the Johnsonian periods, with graceful and polished extremities, are not what either language or life is made up of. Not only can the practice of the most popular writers be appealed to, but the practice and theory of the best grammarians,

who know what they are writing about, can be relied on, to show that a preposition is sometimes the best word to end a sentence with.

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ASSIGNING work to keep pupils scribbling is not teaching.

Nothing that is worth the while in a school room does not take hold of the pupil's mind, habits and character.

Through oral exercises and drills chiefly we are to get results if we get them at all.

In the early grades the memory is most alert and the reasoning power least developed. In this period the mind should be stored with elementary principles, fundamental in their bearing on future work. It is the time also for storing the mind and filling the imagination by memorizing the beautiful thoughts of literature.

In the third and fourth grades the use of the pencil may be in large part discarded, and greatly lessened in the fifth and sixth grades.

When the mind is occupied with the arrangement of the thought, written forms are necessarily neglected, and the remedy is to limit the written work to exercises which are chiefly reproductive and to require the copying to be done with pen and ink.

Oral exercise should be depended upon chiefly for training in language and thought development. These should not be simply impromptu exercises, but the work should be so assigned as to permit of preparation, and the arrangement of thought previous to its presentation before the class. Teach pupils to think out what they shall say, and to arrange their thoughts according to some simple plan appropriate to the theme, the grade and the time.—*School.*

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THE HOME OF THE ARGENTINE PLAINS



FROM "THE SOUTH AMERICAN REPUBLICS"

## For the School Room

### THE GULF STREAM MYTH

THERE are few things more curious today than the deference paid in educational circles and in the newspapers to exploded theories as to climate and weather causation. Of all cases of adherence to the old beliefs, the abandoned camp of an earlier, cruder science, the remarkable deference paid the Gulf Stream theory of climate, is particularly a case in point. This comes naturally from the failure to grasp the essential facts of the atmospheric circulation in the north temperate zone, whose unfailing west to east drift, broken up into two eddies, the cyclonic and the anticyclonic, distributes weather and conditions climate. Once grasp what this west to east drift means and the explanation of climate and weather is an open book. Though the theory still persists that the Gulf Stream alone by its own inherent warmth causes the mild climate of northwestern Europe, and though it is still referred to in a familiar off-hand manner by school teachers in teaching physical geography and by writers who ought to know better, as one refers to the existence of Saturn's rings, yet most people seem unfamiliar with the broader restatements of the problems now made by meteorologists.

By itself alone the Gulf Stream has as much effect on the climate of northwestern Europe as the fly in the fable had in carrying the stagecoach up the hill. The mild climate of northwestern Europe is due, not to the Gulf Stream, but to the prevailing eastward and northeastward drift of the circumpolar atmospheric circulation, whose aerial currents, and not the Gulf Stream, distribute the heat conserved by the whole Atlantic Ocean north of latitude  $35^{\circ}$  (roughly) over Europe. The entire surface of the Atlantic Ocean north of the

region of the trade winds, or rather north and west of the center of the great north Atlantic anticyclone, is drifted to the northeast by the prevailing aerial drift, which drift, and not the ocean current, carries the beneficent influences of the ocean over the European islands and the shores to the east and northeast. The Gulf Stream, itself the result of wind motion, being produced by the joint action of the Atlantic anticyclones, is not distinguishable in temperature or "set" from the rest of the ocean by the time it gets east of Newfoundland, yet it has been given the credit that belongs to the whole mass of the Atlantic, so far as the latent power to affect climate is concerned, while at the same time the determining function played by the aerial currents of the great circumpolar drift is completely ignored. The same fallacy prevails as to the power of the Japan current to affect the coastal climate of northwestern North America.

Perhaps the most amusing recent instance of repetition of all the old rhetoric and all the old error about the Gulf Stream is in an article by Mr. F. T. Bullen, in the *London Spectator*, which, written in a high class publication and in the name of science, merits attention and correction. Mr. Bullen says:

"But who among us with the slightest smattering of physiography is there that is not assured that but for the genial warmth of this mighty sea-river our islands would revert to their condition at the Glacial Period; who is there but feels a shiver of dread pass over his scalp when he contemplates the possibility of any diversion of its life-giving waters from our shores? The bare suggestion of such a calamity is most terrifying."

Now, as a mere matter of climatic fact, were the aerial drift, that is, the circulation of the atmosphere in the north temperate zone, to remain as it is to-day, and were by any possibility the Gulf Stream to be diverted at the Straits of Florida, no one in England would be a whit the wiser, for it is the aerial drift that has the gift of mildness in its flow. The diversion-of-the-Gulf-Stream bogey may impress those who have a "smattering of physiography," but it has no terrors for him who knows that the Gulf Stream myth has nothing to rest on save the bad science of fifty years ago and its recrudescence in the present.

Naturally, wrong about the Gulf Stream, Mr. Bullen is so blind to the facts that modern meteorology has established, that, having endowed the Gulf Stream with virtues and influences that do not belong to it he naturally does the same for the Kuro-Shiwo, the Japan current. He says of it: "It is, however, but a poor competitor in beneficence in comparison with our own Gulf Stream, as those who know their Japan in winter can testify." Now the real fact about this is (and the same is true of the lack of effect of the Gulf Stream on the climate of New York) that since the aerial drift over Japan and over the eastern United States is from west to east, the mitigating effects of the ocean and of currents that lie to the east of the coast are naturally not carried over the land but eastward over the water. Reverse the aerial current around the world, and Japan, by the mitigating influences of the Pacific Ocean, would have an eternal spring for its climate; while the Atlantic Coast States from North Carolina to Newfoundland would have the mildness of Bermuda not, however, on account of any one ocean current that laved their shores, but because the conserved warmth of the ocean as a whole would be theirs. As it is, the August hot waves, "Indian summer," the "green Christmas," the prolonged mild spells in January and February, the "antici-

pations of May" that often occur in March and befool the fruit trees, are due not to any shifting of the Gulf Stream, but to the intrusion of the Atlantic anticyclone on our coasts. The circulation from the south, which is thus set up in connection with cyclonic areas over the lakes, or on our northern borders, while an anticyclonic persists over our Southern States near the coast, is capable of the most surprising climatic effects, and at times seems actually to reverse the seasons.—*Monthly Weather Review, September, 1900.*

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### SHALL THE TEACHER MARK ALL THE MISTAKES IN EXERCISES IN WRITTEN ENGLISH

*The purpose of such exercises is to enable the pupil to find and correct his own mistakes, and to form the habit of doing this. One does not gain strength through another's exercise. In some way the pupil must be interested in being able to convey his thoughts to others through correct written language. He must realize how unfortunate it will be to have his letters and other writing full of blunders, and how much neatness and correctness count for in business and social communications, especially with strangers.*

It is well to read to the class one or two of the best papers in a set, and go through one or two average papers with the class, allowing the pupils to find and correct typical errors. After this exercise each pupil should discover and correct the errors in his own paper. It may be wise sometimes to vary this work by marking one or two of the common errors at the beginning of a paper and giving it back to the pupil for him to find and correct the others.

*Always keep in mind the object to be accomplished, and use methods adapted to the end.—Educational Digest.*

## WEATHER RECORD AND ALMANAC

DATE	Temperature			Wind			Clouds			Observations
	9 A.M.	Noon	4 P.M.	9 A.M.	Noon	4 P.M.	9 A.M.	Noon	4 P.M.	
Monday 1	50	45	40	N.E. 7	S.E. 5	N.E. 2	8	4	1	Rainy
Tuesday 2	45	70	60	0	S. 1	S. 2	1	0	2	First frost last night
Wednesday 3	50	75	70	S. 3	0	S.E. 1	4	2	5	Blackbirds in large flocks

We give herewith a convenient form of record to encourage daily observations of the weather. Furnish each child with a nice sheet of good white paper. Children enjoy doing and take more interest in individual records. During the day the sheets may be kept between the leaves of a large book. The older children can rule their own records.

Hang an inexpensive thermometer, worth perhaps 20 cents, on the north side of the school house. Put it down low where the little folks can see it. They will take care not to break it. Have one of the boys set up a weather vane, one of those rattling windmills or whirligigs with a broad tail that bobs this way and that when the wind veers.

Record clouds on a scale of 8. Zero would denote a clear sky and eight a very dark heavy mass of clouds filling the entire heavens. Mark the wind as to direction and intensity, taking zero for a dead calm and eight for a very strong wind. The column for remarks should be a wide one. The words needed to fill it afford the teacher an opportunity to teach the spelling of many new words in a way that does a child's heart good, instead of creating weariness and vexation of spirit. Neighborhood happenings or farm operations may find a place in the column of remarks. It so happens that Monday is the first day of next October. As filled in above the weather record indicates that Monday morning was cold and windy and dark and that the wind fell off and the sky cleared toward night, with

still colder weather, preparing for a frost.

Not a few facts and theories may be taught in little talks from time to time, one advantage of a well taught district school being that the little folks hear all and understand enough of what is told their elders.

1. Heat swells the mercury and causes it to rise in the thermometer tube.
2. Air is as really something as water.
3. Heat swells air in the same way that it does mercury.

4. Hot air swells up into the sky and pours over on the colder air.

5. The cold, heavy air pushes the light hot air out of place, and this hot air driven out is a hot wind, and cold air driving in is a cold wind.

6. Clouds are fine particles of water set floating in the air by sunshine. They rise from the moist earth, from the lakes, rivers and ocean, and after a shower the rain soaks into the ground and runs off to the lakes and ocean to rise again and repeat the circuit. The teacher must be familiar with the subject, and tactfully give her pupils the benefit of what she knows.—*School Education.*

## GEOGRAPHY OUTLINE

FOR THE STUDY OF A CONTINENT OR DIVISION.

## I. Location.

- I. Mathematical (Latitude and Longitude of Isolated Divisions.)
- II. Relative Position.
- III. Size (by comparison.)

**II. Outline and Boundary.**

Make Outline Map. Develop from Sketched Map.

**I. Coast.**

- 1.—Waters (Seas, Gulfs, etc.)
- 2.—Lands (Islands, Capes, etc.)

**II. Border Mountains, Rivers, Lakes.****III. Surface.**

Mould Relief in Sand. Make Permanent Relief Models.

I. General Surface: Position of Highlands, Lowlands, Slopes, etc.

**Draw Surface Map.****II. Specific.**

- 1.—Mountains.
- 2.—Rivers and Lakes.
3. Draw Mountains, Rivers, and Lakes in the Outline Map.
4. Soil and Forestry. Make Forestry Map.
5. Miscellaneous Features. Collect Pictures and make Charts.

**IV. Climate.**

I. Heat (Influence by Latitude, Elevation, Slopes, Winds, Seas, etc.)

II. Moisture (Influenced by Winds and Barriers.)

III. Healthfulness (Influenced by I and II.)

IV. Make Map showing Climate and Causes.

**V. Population.**

I. Density: Cities and Towns, Collect Pictures and mount on Charts. Special Study of Important Cities.

II. Character of People as to Industry. Education, Religion.

**III. Government.**

**VI. Occupations and Productions as influenced by all of above features.**

Make Map of Products.

**I. Natural.**

Make Collections of Specimens.

- 1.—Animal.
- 2.—Vegetable.
- 3.—Mineral.

**II. Manufactured.**

Collect Manufactured Articles and Mount on Charts.

**VII. Commerce.****I. Class: Domestic, Foreign.**

- 1.—Exports or Shipments. What? Whither?

2. Imports or Receipts. What? Whence?

**II. Means.**

1. Railroads, Canals, Steamship Lines, Rivers, Caravans.

**III. Make Commercial Map.**

*—From The Inductive Geography.*

**A SUGGESTION**

I FIND in most country schools that the plan of most teachers in having written examinations for review is not as satisfactory to the teacher nor as beneficial to the pupil as it should be, chiefly on account of the careless way in which most beginners do their work, especially so in arithmetic.

My plan for arithmetic: Many pupils, while they attain correct results in the written work in arithmetic, place that work very carelessly on their papers presenting a most untidy appearance. The child seems to have no idea about arrangement.

To tell a child is of little use; to scold is still worse. What is best to be done? The distressed but wise teacher will sit down quietly and say, "Why does this paper look so badly?" Does the child know no better? Perhaps not. It may be that he really does not know how I wish his arithmetic papers to look. Have I ever shown him how to place his examples on his papers? No." After this soliloquy to-morrow may find the teacher standing before her class with these words: "I like to see neat arithmetic papers. We all like to see work done evenly, do we not?" With a yard stick the teacher may go to the board, measuring and lining off a certain space saying, "Now we will suppose this is paper for our arithmetic examples. How many examples are we to have

on our sheet of paper to-day?" The children count and tell her the number.

"Now we will, of course, write our names, the school, and the date up here." She illustrates. "Then we must plan for a good margin and for space between our examples." She again illustrates.

"We will be careful to make our figures neither too large nor too small and we will form them carefully like these." She works two or three examples and then turning to the pupils says, "How many think they can make some neat papers for me to-day?"

The explanation and illustration may take time, but happy results are sure to follow. It is much better than daily fault-finding, for little ones are famous imitators.—*Exchange.*

#### TRITE, BUT WELL PUT

It is not safe to call a pupil stupid because he does not comprehend your explanation. It is quite probable that the fault is not wholly his.

To be able to govern our pupils is well, but to induce them to govern themselves is better. Almost anyone can regulate the conduct of pupils in school, but it requires the teacher to build up in them the power to regulate their own conduct properly after leaving school.

It should be the teacher's aim to have perfect order in his school, but he should understand that perfect order does not mean perfect stillness.

WORDS do not necessarily represent any fact or knowledge to the child's mind. Many a pupil recites the words of a rule or principle without the remotest idea of what it is; and the trouble about the matter is, that most teachers are satisfied with such answers, for they are just what is required in the examination.

THERE is about some principals and superintendents a sort of "do as I do, think

as I think, pose as I pose" style that must prove very embarrassing to the teachers over whom they are placed.

Be sure your pupils understand the words you use. Many a teacher thinks he is making the subject very plain, when the fact is that the pupils do not know at all what he is saying because the words have to them no meaning, or a meaning different from that which he intends to convey.

If you would make the lesson interesting to your class you must be interested in it yourself.

THE attention of the class is the measure of the teacher's ability. Poor teaching always begets inattention and listlessness on the part of the pupils, while good teaching wakes them up, interests them and compels their attention.

THE future of our country demands of those who are to educate her citizens a deeper knowledge of education in general, a profounder consciousness of the power of educational forces to develop and refine, a wider knowledge of the conditions to be fulfilled in order that the highest good may result, and a good working acquaintance with the principles underlying the noble art of teaching.—*John McBurney in Ohio Teacher.*

#### SING MORE AND SCOLD LESS

Of course, you are crowded with work, but that is no excuse for your failure to have singing in your school. Five or ten minutes given to singing during the day will be time well spent. A good rousing song at the opening of school will arouse the pupils to take their work with enthusiasm and they will pursue it with greater energy. A song at the close of the day may remove all unpleasant thoughts of the day from the mind and the child will go home contented and happy. Singing has a very wholesome effect upon discipline. Sing more, scold less.—*Pennsylvania School Journal.*

### FROM THE BLACKBOARD

You must give them something to do—those bright pupils who get through the lesson when the study hour is only half gone. Why not reserve a square of blackboard, and put on it some work for the pupils. Many exercises may be used; here is one for fourth or fifth grade pupils, taken from the Teachers' Institute.

Write a name meaning nearly the same as:

- |                  |                 |
|------------------|-----------------|
| ( 1 ) Package    | ( 12 ) Load     |
| ( 2 ) Jail       | ( 13 ) Behavior |
| ( 3 ) Help       | ( 14 ) Meat     |
| ( 4 ) Mistake    | ( 15 ) Salary   |
| ( 5 ) Scholar    | ( 16 ) Partner  |
| ( 6 ) Answer     | ( 17 ) Riches   |
| ( 7 ) Cheat      | ( 18 ) Goods    |
| ( 8 ) World      | ( 19 ) Money    |
| ( 9 ) Work       | ( 20 ) Lad      |
| ( 10 ) Education | ( 22 ) Pupil    |
| ( 11 ) Road      | ( 21 ) Lass     |

—Exchange.

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### A QUESTION OR TWO

Dear teachers, have you ever noticed:

1. That after you have met a child's parents, you always take a more personal interest in that child?
2. That the indifferent boy can sometimes be reached by your showing an interest in some of his plans outside of school work?
3. That the more you threaten the more you have to do so?
4. That the less talking you do, the more smoothly the work in the school goes on?
5. That children all love to work when the work is really interesting?
6. That it is sometimes your fault when a child is out of order, because you might have prevented it by a little forethought?
7. That the more you are interested in any subject, the more the children will be interested in it?—*A Teacher, in Primary Education.*

### A FATAL MISTAKE MADE BY MANY TEACHERS

It has been said ten thousand times, and it has been written ten thousand times, that the teacher should not recite for the pupil. Nevertheless, there are still found many teachers who consume a large part of the recitation period in talking, talking, talking,—and in saying much that it is the pupil's privilege and right and duty to say. Such teachers are stealing the pupil's opportunity for development. They cannot be made to understand that it is not what the teacher does but what the pupil does that contributes to the education of the pupil. They resemble the teacher of physical culture who daily went through a long series of physical exercises in the presence of a class of one hundred pupils who quietly kept their seats. He loved the exercise, but found it very irksome to teach patiently all the movements to his pupils. "How beautifully, my pupils," he would exclaim from time to time, "how beautifully you do develop!"—*South Dakota Educator.*

### WISHING

Do you wish the world were better?

Let me tell you what to do.

Set a watch upon your actions,

Keep them always straight and true.

Rid your mind of selfish motives,

Let your thoughts be clean and high.

You can make a little Eden

Of the sphere you occupy.

Do you wish the world were wiser?

Well, suppose you make a start

By accumulating wisdom

In the scrap-book of your heart.

Do not waste one page on folly;

Live to learn, and learn to live.

If you want to give men knowledge,

You must get it, ere you give.

Do you wish the world were happy?

Then remember day by day

Just to scatter seeds of kindness

As you pass along the way.

For the pleasure of the many

May be oftentimes traced to one,

As the hand that plants the acorn

Shelters armies from the sun.

—*Ella Wheeler Wilcox.*

## In Special Fields

### "DR. RUSSELL ON TEACHERS"

THE occasion of this communication appears in the opening sentence.

*The Editor of the Commercial Advertiser,  
New York:*

MY DEAR SIR:

I can hardly believe that it is worth while to correct, as you request, the false impression created by the sensational report of my speech at the University of California. The average teacher is too intelligent a person to be misled by statements which are obviously colored to suit the modern reportorial taste, and too tolerant to pass judgment on catch phrases apart from all explanatory connections.

My purpose was to define the limitations of the teaching profession and to suggest the teacher's part in overcoming them. That there are limitations every teacher knows full well, and he knows, too, the forces which oppose him. The general reader of the day's news, however, may not be aware of the difficulties which the teacher daily encounters and of his heroic struggles to better his condition. Small thanks he gets for his striving, too, notwithstanding that every step taken to better the teacher's condition tends to improve public education—confessedly the only sufficient safeguard of American democracy.

The teacher has no voice in determining directly the standards of admission to his own profession. He takes no part in the selection of administrative or supervisory officers. His advice is seldom asked and still more seldom followed in matters pertaining to the organization of the school system. His tenure of office is, as a rule, uncertain and his remuneration absurdly inadequate. What other learned profession trusts so implicitly those outside its own ranks? What profession so dependent upon others for its professional standards and professional conduct?

The usual explanation is that these evils inhere in the nature of the public service performed by the teacher, but this explanation does not explain the failure to extend civil service principles to the administration of school affairs. The average teacher in the United States holds office during the pleasure of an autocratic board. His position is too often considered the legitimate spoils of the petty politician. What wonder that he cringes before the ward boss and submits to indignities against which his better nature revolts? Moreover, the teacher's work does not encourage self-assertion and combativeness. The teacher's energies, perforce, are directed to helping others, and the true teacher finds his greatest pleasure in the success of his pupils. To this extent teaching tends to make the teacher narrow and unfitted to cope successfully with those who would use his position for personal or partisan ends. The lawyer finds himself opposed by his equal in all his professional work; the physician gets the benefit of special criticism and advice in critical cases; the clergyman addresses adults from an open platform; the engineer does his work in the sight of all men. The teacher, on the contrary, works behind closed doors; he lacks the criticism which quickens and inspires; he is isolated professionally in a way not incident to other professions.

No one realizes more keenly the limitations of his profession than the teacher himself. He knows, too, better than anyone else, how unfitted he is for his work simply because he sees more clearly the magnitude of the task. The desire for personal advancement or intellectual enjoyment is not, I venture to say, the chief motive that leads thousands of teachers to attend summer schools at an expense of one-tenth to one-fifth of their entire annual income. And if these be added other thousands, and tens

of thousands, who engage in serious academic and professional study during the school year, we have a great army who give tangible evidence of their desire to improve the quality of their teaching by adding to their own qualifications as teachers. And although close application to any vocation tends to make a person narrow, and over-valuation of personal worth tends to bigotry—tendencies perhaps more favored in teaching than in any other learned profession—there is no class in society which can more confidently point to a record of self-denying service. It is, indeed, self-denying almost to the point of professional annihilation, but in proportion as the teacher honestly devotes himself to the good of others and assiduously strives to increase his professional efficiency will the public come to recognize the worth and dignity of teaching and eventually to respect and defend the teaching profession. I am,

Respectfully yours,  
JAMES E. RUSSELL.

### HOME TALENT

WHAT is there in home talent that is so offensive? I see in our educational papers so much said derogatory to "home talent" that it would seem there is some great evil attending it. The evil has not been pointed out, but then it must exist or there would not be so many people disturbed by it, or "going into fits" about it. If it is an evil to employ the talent of one's own city, why is it not as great an evil, in the end, to send this material somewhere else to instruct the rising generation? If it is very objectionable for Kansas City, St. Louis or Chicago to employ those upon whom so much has been expended to educate, why not do away with their training schools and depend upon some foreign country to supply teachers? If those trained for teachers in the above-mentioned cities are not fit to teach in their own city

how can they be fit for teachers in any other city? If it is a fact that the teachers of these cities are unqualified to teach in their own town they must certainly be unqualified to teach in any other, unless the crossing of the line that divides them from some other, lifts the ban.

If employing "home talent" is such an evil, then the State of Missouri should look outside her borders for instructors of her youth, and the United States should go to Germany, Afghanistan or China for her instructors, and for the same reason, those countries should go to Egypt or the Esquimaux country for theirs. This twaddle about "home talent" is sickening. There is no reason why the great cities of our country should not prepare better material for their schools than could be found anywhere else—at any rate, as good—then it is a point of justice to employ them. I do not believe there is a Board of Education in the United States but will employ the *best teacher*, no matter where such teacher is from, if that Board knows this teacher to be the best—but all other things being equal employ your own every time. This is patriotism. But if some member of a Board looks at the matter in this way, then he must be a "pot-house politician" or "sniveling demagog" no matter how honest he may be.

Should some member have an influential friend who has a cousin or aunt or grandmother living in some other town, that cannot get employment where known, this member should, of course, put that one in instead of "the home grown," and he would be a holy and righteous man.—*Missouri School Journal*.

### HOW TO MAKE THE INSTITUTE EFFECTIVE

THIS is not a recipe that can be applied at once. It is a suggestion which if acted upon may produce good fruit in a

year. It comes from Superintendent Adams, of West Union, Iowa, and we believe it could be profitably employed in most counties. Supt. Adams hands to each teacher at the beginning of the year a note book, on the cover of which is printed the following:

1. Keep this book with you when you are teaching.
2. Make a note of any part of the text that is difficult for you, or in which your results are unsatisfactory.
3. At the close of your school year return this book to

H. L. ADAMS, West Union, Iowa.

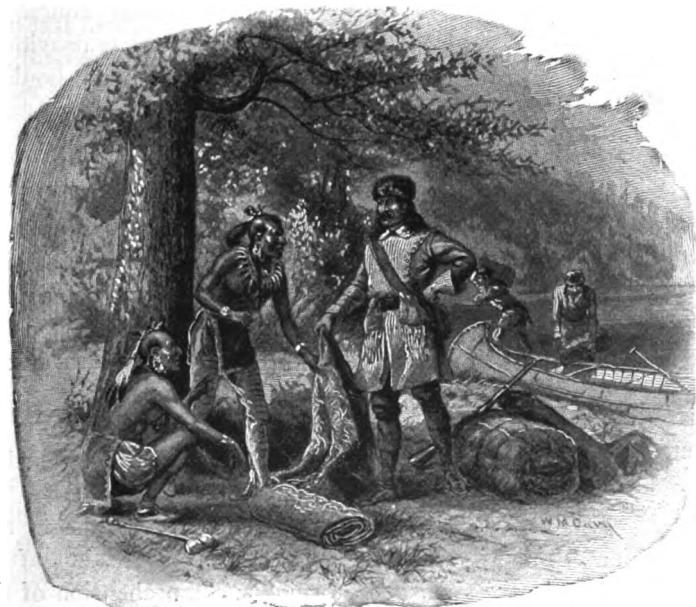
No.....

answer on the next page, which contains this:

**Note.**—Since the Institute is supported almost entirely by teachers' contributions, I desire to afford, as far as possible, instruction in those branches and in those subjects in which teachers have the most difficulty. For that reason you are furnished with this note book and requested to jot down, as you may come to them during the year, such points as you desire to have brought out at the Institute. Divide the book into as many parts as you have branches to teach, as Reading, Arithmetic, Geography, etc., leaving about six pages for each branch. Arrange your notes carefully and in order.

At the close of your school year mail this to the county superintendent and from these notes the Institute work will be planned.

All movements of this kind are commendable, first, because such a plan keeps the institute instructor's feet on the schoolroom floor, giving him an anchorage that keeps him from floating away on the clouds of vapory nothingness, and second, it makes the teachers realize that the institute is for them; that its prime purpose is helpfulness, and that it is a place to consider actual schoolroom problems.—*Western Teacher.*



TRADING WITH THE INDIANS.

From "Discoveries of  
the Old Northwest."

Courtesy of the  
American Book Company.

## Editorials

THE death of Superintendent Edward G. Ward of Brooklyn, while still in the prime of life, is deeply deplored. Besides being a careful and skillful administrator, Superintendent Ward, through the well-known readers bearing his name, has contributed enormously to the spread of rational and successful teaching of reading in our common schools.

\* \* \*

THE disagreement among the faculty of the New York University School of Pedagogy has been smoothed over for the time being at least. President McCracken, Chancellor of the University, will have charge of the administrative work, for this year at least, Dr. Shaw will remain as one of the professors, and Dr. J. P. Gordy, of the Department of Education in the Ohio State University, joins the faculty as professor of the history of education.

The alleged disruptive elements have sought new spheres of usefulness.

\* \* \*

THE Teachers' College of Columbia University has added to its faculty Professor Thomas D. Wood, of Stanford University, to establish a course in methods of physical culture.

It is a great pleasure to one heartily interested in educational progress to observe the thorough and progressive attitude of those in charge of this institution towards their work, as evidenced not only in its present plans, but in the men it is calling to its service and the plans annually made for its future broadening and effectiveness.

\* \* \*

THE story that New York city school authorities had abandoned or abolished vertical writing is still going the rounds of the educational press. The fact is that per-

mission was simply given to those desiring to use other systems to do so.

The next canard we may have to dispose of finds its basis in an esteemed State contemporary which announces that one may now teach in a New York State high school on a third grade uniform certificate.

Accurate information in regard to New York State school matters evidently is to be had only by consulting the files of this publication.

\* \* \*

It appears that some of the city superintendents are still fetish-worshippers to the extent that they will admit to their teaching corps only normal school graduates. This was very well in the days when one had only to choose between normal graduates and non-trained teachers; but in these days of teachers' colleges and training schools such a rule seems indefensible. Just why a graduate of the Fredonia Normal should be eligible and a graduate of the New York Teachers' Training School, with a two years' professional course added to the almost college course provided by the metropolitan high schools should not, is inexplicable.

\* \* \*

THE question of adjustable seats and desks for children is not being emphasized as it should in our educational gatherings. It is true that many more of them are going in than the residents of conservative communities have any idea, but the number of places that persist in mortgaging the comfort of future generations of children by putting in the non-adjustable furniture is distressing.

We may discuss theory and methods as much as we please, but after all, granting ordinary comprehension of the work by the teacher, the great desiderata for successful instruction and education are classes of not

more than twenty-five and comfortable conditions and adequate conveniences.

\* \* \*

It is announced that the University of California will establish a teachers' college on the lines of the one now at Columbia University. The University of Chicago has taken under its sheltering wings the recently established Blaine Institute, Col. Parker and all, and with this nucleus will also build up a college of pedagogy. Thus we have three of our great universities providing professional colleges for those who are to teach, as well as for the other professions. It is surprising that Harvard, though, with its progressive conservatism, it has just appointed Dr. Paul Hanus a full professor of education, has not yet taken this step. Harvard and Cornell ought certainly soon to get in line. We will wager, however, that Michigan and Wisconsin universities will get the start of them by enlarging their present pedagogical departments into separate and distinct colleges of education.

\* \* \*

We carried in last month's issue and continue in this, illustrations from Baldwin's *Discovery of the Old Northwest*; this in view of the St. Louis Exposition of 1903 to commemorate the Louisiana purchase, the story of the discovery and exploration and settlement of which will very largely engross public and educational attention for the next three years. Jefferson, too, will be more carefully and thoroughly read of than at any time since he took his place among the constructive statesmen of our country. The devotees of what is called Napoleonana will be likewise aroused to greater activity and interest, but their number will be small compared with those who to the great good of our country will follow with renewed and absorbing interest the history and writings of the sage of Monticello, the drafts-

man of the immortal Declaration of Independence and the founder of a university whose plan and scope after a hundred years is found to be as complete and up-to-date as those of the most recent establishments.

Our teachers can begin none too soon to prepare themselves to do their part in this emphasis of Jefferson and the Northwest.

\* \* \*

THE following communication from a well-known city superintendent relative to our editorial comment on the circular sent by Principal Scudder of the New Paltz, New York, Normal School to the teachers of surrounding schools on the subject of "Good English" is so well put that we give it without comment or addition:

"I want to thank you for your editorial on Scudder's Manifesto. It was directly to the point and said what a good many of us have been saying privately. The great need of our public schools is not for higher standard of English, but for better teachers of English and graduates of the normal schools who are better versed in the use of good English. It is pretty difficult to make the stream run to any higher point than its source, and it is exceedingly difficult to induce children to use good English when they come daily in contact with poor English in the class room. We talk a good deal about home environment as a hindrance to the use of good English and say very little about school environment which is quite as important if not a little more so. If the gods nod who can blame a weary mortal for taking an occasional nap?"

\* \* \*

THE *Educational Review* recently unburdened itself as to why prominent educators absented themselves from educational meetings, and we summarize the explanation given, as follows:

"The complaint is well founded."

"The opinions given by college presidents, professors, superintendents and

principals in educational meetings evidently flow straight from the emptiness of the speakers' heads."

"The most unusual step among those who do speak is preparation—to consult the literature of the subject and to weigh carefully the results of home and foreign experience."

"The papers represent the writer's preference or taste only and are valueless as contributions to the literature of the subject."

"The custom of the University Convocation of sending out early programs with a short bibliography of the topics to be considered, is commended, if the bibliography is made use of, which apparently is not the case."

These meetings are therefore a mere waste of time.

Dr. Butler concludes "Every college library and the school system of every city should possess a well-select'd educational reference library, and it ought to be made the rule, not the exception, that papers and reports show signs that this library has been consulted in their preparation."

\* \* \*

THE secular magazines and newspaper press very frequently provide interesting reading through the equally frequent outbreaks on educational matters touching social customs and practices by President G. Stanley Hall, of Clark University, and Prof. Hugo Munsterberg, of Harvard. Professor Munsterberg is the gentleman who wanted all the teachers to leave psychology to him and a few others, and to carry on their teaching work according to such recipes as the elect few would give them. Professor Munsterberg has been expounding himself at great length also on the superior morals and intelligence resulting from German education, and more lately still on the American woman. It is as impossible as it is unnecessary to attempt to follow Dr. Stanley Hall in all of his more recent

vagaries. One time it was a study of dolls he was delving into. About a year ago he was advocating the benefits of fighting and boxing for boys; now he wants to prove that college education is unwholesome for women. It is a wonder that these people wouldn't let the American woman alone. Happily she goes on working out her destiny in spite of their croaking and strained sophistry. In Dr. Hall's case we fear it is a case where "Too much learning hath made thee mad." When men have sounded with more thoroughness than ordinary the depths of knowledge, it is but natural that their mental activities should seek expression in some ultra-rational form of thinking and discussion.

Having reached apparently the limit of their usefulness in previous constructive criticism, they become destructive in their tendencies.

Consideration of the great good Dr. Hall has done makes us tolerant of his more recent idiosyncrasies. But as for Professor Munsterberg we fear he takes himself too seriously. Rosenkranz, in his "Philosophy of Education," says that the true process of education consists in a man's "self-estrangement," getting outside of his self-hood, and, through his study of other forms and conditions of life, seeing his own true life and life purpose. But, he adds, that the education is not complete unless there is a "return," a return, however, with a wider and richer knowledge of why things are as they are and a better understanding of things close at hand. Professor Munsterberg, we fear, has not yet completed his "return."

\* \* \*

THE way in which the rank and file of the membership of the National Educational Association turned down the educational leaders on the question of a National University at Washington is as amusing as it was effective. It must have been surprising for such leaders as Doctor Butler to be

not only ridden over rough shod in debate, but emphatically repudiated by the rank and file of the Association.

That the western element which carried things by storm in this matter represent the sentiment of not only the educational but general public as well we confidently believe. There ought, and will eventually, be a great national university at Washington. Our western brethren, with their usual earnestness and confidence, would probably immediately plan one on the latest and most approved lines, and trust to the future and the Lord for the wherewith to maintain it. This, after the alleged style of laying out a western town, *i. e.*, first build a two hundred and fifty thousand dollar high school, then get the people together for a town to use and support it.

The eminently respectable committee that had the proposition under consideration, doubtless acted with the utmost wisdom and their report was exactly what their own and others experienced would recommend in view of all the conditions. But the wise thing is not always the best. It is by sometimes going at variance with the teachings of experience that the greatest successes are attained and the greatest good accomplished. These gentlemen, however, knew that in these days of varied instruction the cost of supporting such a university as ought to be maintained at Washington, is enormous and not easily accumulated. Their suggestion was, therefore, for the establishment of what would practically be a school of correspondence and information, dealing particularly with those lines of study having the richest material and opportunities in the conditions and concomitants of the various federal departments at Washington. It is not to be thought of that the possibility that a regular university there would overshadow the institutions they represent in any way effected their judgment in the matter.

The organization contemplated would, as

we understand it, approximate somewhat to the form of educational supervision maintained by the Regents of the University of the State of New York, only that it would be even more attenuated than that.

It is quite probable, too, that many of the committee believe that out of this informal organization the university so generally desired might later be developed.

\* \* \*

#### TEACHERS AND TAXATION

A FEW years ago Chicago wanted more schools, better equipment, and the teachers wanted living salaries. Inasmuch as the law places a limit on the per cent. of assessment that can be levied for taxes for school purposes, all these things were denied.

The Teachers' Federation of Chicago decided to look into the matter. They knew that the corporations were not paying anywhere near their share of taxes, and that the class of people always most sensitive to increased expense for the schools are the very ones comprising these corporations and who blithely swear off each year their obligations to do their civic duty and bear their fair share of citizen support in the community in which they dwell. Chicago is not alone in this respect. We have it in Albany and in every city in the Union, and it is far more respectable to thus annually perjure yourself than it is for a teacher to ask for a living wage or an earnest school board to ask for a new school house for the decent accommodation of the children of those not educated up to tax dodging. The Chicago Federation of Teachers appointed a Miss Goggin and Miss Haley as a committee to look up the tax dodgers. For this purpose they secured two years' leave of absence, and began a systematic investigation of the assessment rolls. This was followed by an application for a writ of mandamus to compel the proper assessment of the franchises of the municipal corporations, it having been found that franchise value to

the amount of five billion dollars had been exempt from taxation in the 28 years the law provided for taxing franchises. Assessing this at one-fifth of its value, or one billion dollars, this would bring five million dollars additional into the city treasury without increasing any honest man's taxes. Of course the effort to have these favored parties taxed was fought by astute lawyers and all the means, financial and social, that the great moneyed interests involved could command. From court to court these two women fought this case almost as interminable in its length and details as that of *Jarndyce vs. Jarndyce*. At length, after two years, partial justice is about to be done, and \$50,000,000 of property in Chicago is to be added to the tax roll.

The Chicago Teachers' Federation declare that they are not yet through, and further action on their part will be watched with interest.

Unless adequate school facilities are granted more freely than they have been in

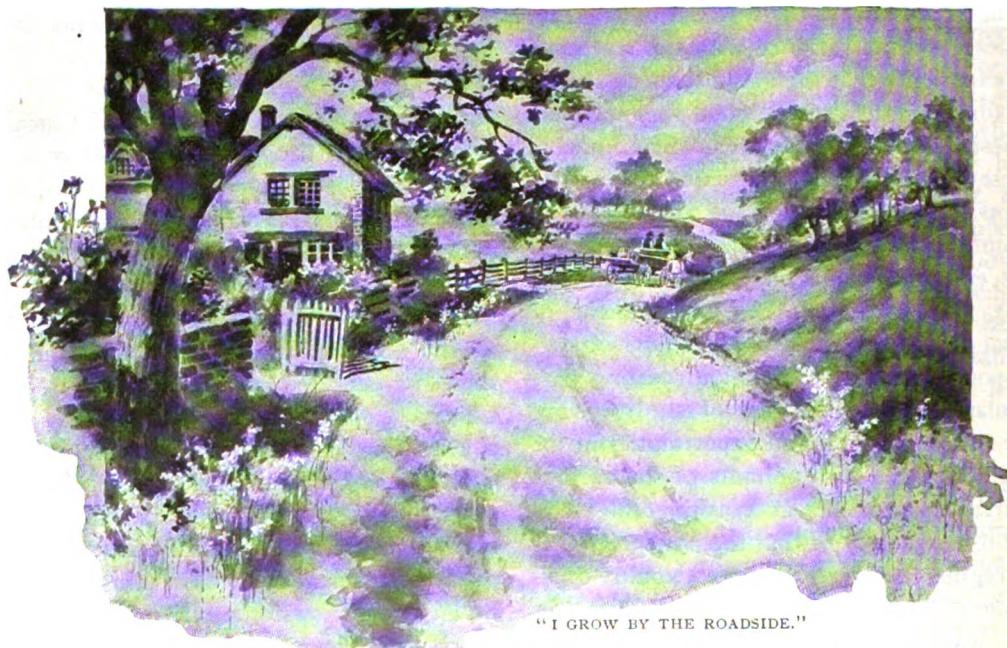
the past, it will not be surprising if this movement for fair play was taken up in other cities.

Strange indeed will it be if school teachers' organizations should be the means of remedying a confessed inequality in our modern system of State and municipal taxation.

### OCTOBER

Month of fruit and falling leaves.  
Under the opalescent skies  
The vagrant summer idly lies,  
While coming Autumn deftly weaves  
Rare tints for tall ungarnered sheaves  
Of golden-rod, kissing the eyes  
Of purple asters as she dyes  
The vine that swings beneath the eaves.  
And all the bending hedge-rows seems  
A Joseph's coat of colors. Hues  
That shame the rainbow's royal arch  
Set all the harvest-fields agleam  
With beauty, fresh with fragrant dews,  
To crown the season's onward march.

—Geo. W. Shipman.



THE GOLDENROD'S STORY

From Holton's Primer.

Courtesy of Rand, McNally & Co

## General School News

Pres. J. W. Withers, of the National Normal University, Lebanon, O., has resigned to take post-graduate work at Yale.

Gustave Andreen, instructor in Scandinavian languages at Yale, has accepted the presidency of Augustana College, Rock Island, Ill.

J. S. Kendall, state superintendent of Texas, has resigned his office to accept the presidency of the North Texas Normal School.

Prof. C. H. Judd, late of the New York School of Pedagogy, has engaged with the University of Cincinnati as professor of pedagogy and psychology.

Prof. J. R. S. Sterrett has resigned his position as head of the Greek department at Amherst College to accept one in Cornell University.

There is an increase of 250 students in the freshmen's class at Cornell University this year, showing a healthy growth of the institution.

Lewis H. Severance, of New York city, has donated \$40,000 as an endowment for a chair of professor of chemistry in Oberlin College.

Prof. C. B. Nichols, Ph. D., of the University of Maine, has accepted the professorship of Roman languages in Cincinnati University.

Prof. J. F. Johnson has resigned his position in the University of Pennsylvania to accept one in the University of New York School of Commerce, New York city.

Prof. Francis Cuyler Van Dyke has been made dean of the faculty of Rutgers' College. The system of discipline by a committee of students has been abolished.

Dr. Morris C. Sutphen, instructor in Latin in Johns Hopkins University, was drowned at Navesink Highlands, N. J., by the capsizing of a sailboat.

Dartmouth College celebrated the 100th anniversary of Daniel Webster's graduation from that institution September 24 and 25. Several renowned speakers addressed the gathering.

Two assistant superintendents have been elected in Cincinnati upon recommendation of Supt. R. G. Boone. They are Supt. F. B. Dyer, of Madisonville, Ohio, and Prof. W. H. Fick, of Cincinnati.

Prof. Samuel Porter, son of Rev. Noah Porter, at one time president of Yale University, died at Farmington, Conn., aged ninety-one. He was one of the foremost teachers of the deaf and dumb in the country.

At the beginning of the present school year there were 6,189 school teachers in New York county (Manhattan and The Bronx boroughs), 3,970 in Brooklyn and 1,000 in the boroughs of Queens and Richmond, a total of 11,169 in the whole of the Greater New York.

Through the generosity of Mrs. Phoebe Hearst of department of anthropology, devoted to the study of Indians of the Pacific coast, will be added to the University of California. She pays the yearly expenses of the same, amounting to \$50,000.

The Indiana State legislature has passed a law which will materially increase the wages of teachers in that State. It provides for a minimum rate under which the local authorities may not go in the payment of daily wages. Such rate is based upon the grade of certificate held by the teacher.

Dean Russell, of New York Teachers' College, has announced that the appointments to the scholarships for Southern teachers had been made. These scholarships were made possible through the generosity of John D. Rockefeller, George Foster Peabody, V. Everit Macy and John Crosby Brown, and have an annual value of \$500, an amount deemed sufficient to pay all necessary expenses for a year of resident study at Columbia University.

Howard J. Rogers, chief of the department of education for the World's Fair at St. Louis, 1903, is enthusiastic over the prospects of the educational exhibit. He says: "Complete harmony and unity of purpose exists in the board of directors composed of St. Louis's most prominent business men, and no stone will be left unturned to make it eclipse the Chicago Exposition of 1893. The world has had ten years of exposition experience since then, and, as a collection of exhibits, it should surpass anything the world has seen."

Here are some of the suggestions found in the annual report of Supt. R. G. Boone, of Cincinnati: One-half day's session for first year pupils. Introduction of kindergarten training in the public schools. Introduction of industrial training. Better equipment of the schools for laboratory work. More frequent visits on the part of teachers to other schools. Further use of cadet system of training and trying teachers. The introduction of the free-book system into all grades. The collection of room libraries rather than school libraries. Extended co-operation with the public library in order that the use of books by teachers and pupils may be facilitated. Ungraded schools for irregular students. That the board of education take more interest in the matter of the establishment of a thorough summer school system.

The reorganized faculty of the School of Pedagogy of New York University is made up as follows: Dr. Henry M. MacCracken, chancellor and acting dean; J. P. Gordy, professor of the history of education; Robert MacDougall, professor of analytical psychology; J. E. Lough, instructor in physiological and experimental psychology; Edward R. Shaw, lecturer on principles of education and school organization; Frederick Monteser, comparative study of national school systems and on sociology in relation to education; Linnaeus E. La Fetra, physiological pedagogics; Charles Gray Shaw, ethics; John J. Stevenson, theory and practice of teaching natural history; Daniel W. Herring, physics; Francis Hovey Stoddard, English; Morris Loeb, chemistry; Ernest Gottlieb Sihler, Latin; Pomeroy Laude, mathematics; Marshall S. Brown, history; Charles L. Bristol, biology, and Lawrence A. McLouth, German.

# In the Schools of the State

## TEACHERS' INSTITUTES

### SCHEDULE OF APPOINTMENTS

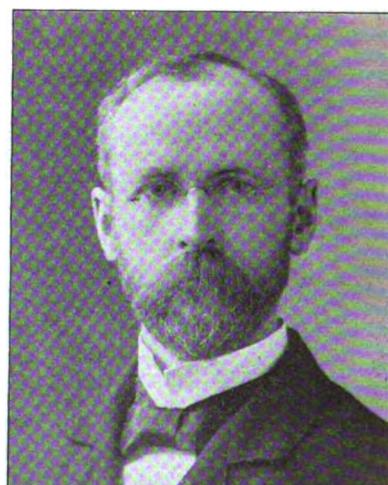
DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSTRUCTOR IN ENGLISH
Oct. 28	Livingston ...	1	Avon.....	Sanford.....	Miss Rice.....	.....
" 28	Monroe.....	1	Fairport.....	Shaver.....	Miss Schreiber .....	
" 28	Cattaraugus ..	1	Machias.....	Williams.....	Miss Collier .....	
" 28	Monroe.....	2	Scottsville.....	Smith.....	Miss Schreiber .....	
" 28	Cattaraugus ..	2	Salamanca.....	Hull.....	Miss Rice.....	
Nov. 11	Columbia....	1	Philmont.....	Sanford.....	Miss Collier .....	
" 11	Schoharie....	2	Cobleskill.....	Shaver.....	Miss Collier .....	
" 11	Delaware....	1	Walton.....	Williams.....	Miss Schreiber .....	
" 11	Schoharie....	1	Schoharie.....	Smith.....	Miss Collier .....	
" 11	Sullivan ....	1-2	Monticello.....	Hull.....	Miss Rice.....	
" 18	Rensselaer ..	1	Sanford.....	.....	Miss Schreiber .....	
" 18	Washington ..	1	Shaver.....	.....	Miss Collier .....	
" 18	Washington ..	2	Whitehall.....	Williams.....	Miss Schreiber .....	
" 18	Ulster.....	1	Kingston.....	Smith.....	Miss Collier .....	
" 18	Ulster.....	3	Phoenicia.....	Hull.....	Miss Rice.....	

### COUNTIES

**Albany**—Free night schools have been opened in Albany in three school buildings. Four sessions will be held each week.—The school building of the Albany Female Academy has been thoroughly renovated. The corps of instructors is as follows: Miss Esther Louise Camp, principal; history of art, psychology, English; Miss Emily G. Munroe B. A., literature, rhetoric; Miss Carolyn H. Read, B. A., Latin, Greek, history; Miss Louise W. Worthen, B. S., mathematics and science; Miss Augusta M. Lyman, secretary, general assistant; Miss Eleanor Van Allen, intermediate department; Miss Elizabeth Hodge, primary department; Miss Margaret V. Pearse, kindergarten; Miss Pauline Lev French; Miss Marion L. Taylor, B. A., German; Miss Helen A. Goodwin, drawing and painting; Miss Isabelle C. Couch, vocal and physical training; John Kautz, Mus. D., piano, Miss Sara E. Rollo, piano; Miss Jean Newell Barrett, Choral singing; Albin R. Ree, voice culture and method; Mr. Charles Ehricke, violin; Mrs. Jessalyn A. Taylor, house mother.—The new school No. 12 is nearly completed. It is a fine structure in every respect.—Albany is well represented in the educational world in both private and public schools as well as in technical schools. It is source of pride that the late William McKinley was a graduate of the Albany Law School. This institution has also graduated a long list of men whose names are mentioned in national affairs. The talk of Prof. Oscar D. Robinson before the pupils of the high school in eulogy of William McKinley was a splendid tribute and made a deep impression upon his hearers.—Prof. Austin Sanford, of the Albany schools, has been granted a leave of absence for the year on account of poor health.—Miss Carrie F. Seebury, Miss Margaret J. Barry and Miss Catherine F. Stephens, of the Albany schools, have been granted leave of absence.

**Broome**.—Harry Mintz has been elected professor of English in the Binghamton high school.—Supt. D. L. Bardwell makes a very candid report of the schools of Binghamton and their work. Among other things he says: "In most

particulars the high school is in a very prosperous and highly satisfactory condition. There are, however, a few points in connection with its work, to which I desire to call your attention. It has been recognized for some time by state inspectors as well as by local officials, that the English department was not doing the work which the standing of Binghamton high school would demand. This has been through no fault of the teachers of that department; they are efficient, earnest and well equipped. The cause of the difficulty has



D. L. BARDWELL

been two-fold: A lack of clear definition and close co-ordination through all grades; and a lack of time assignment so that it was impossible to secure sufficiently consecutive drill and supervision. By a recent agreement of all concerned in this work, such changes have been made as will, we hope and expect, obviate this weakness, and insure as strong work in this direction as in other departments of the school." In another paragraph he says: "Three things are essential for a good school. Children, teachers, equipment.

The first we always have, it is economy to have the best possible equipment, for so results will be obtained more easily, with less loss, and more satisfactorily. But a good school can not be had without a good teacher; equipment may be indifferent or even very poor, and good education result. A good teacher is a sine qua non. The selection of teachers is the gravest responsibility of a board of education. Scholastic and professional training, successful experience and high character are indispensable qualifications of a good teacher. These and these alone ought in every case to settle the matter of appointment. Whenever other motives weigh more heavily than these the public affairs and the next generation is sinned against." The whole report is worthy of perusal.

**Cayuga.**—The new school and library building at Glen Haven was dedicated September 26 with appropriate exercises. Miss Anna R. Phelps, of Utica, who has given a generous amount for the school, presided.—The new Fulton street school building at Auburn has been formally opened.—Miss Mary McCauley has been elected to a position in the Auburn high school.

**Chautauqua.**—Miss Irma Campbell, who was elected training class teacher at Ellington, procured a better position as teacher of sciences in the Masten Park high school, Buffalo, and resigned. Miss Mary S. Morgan, graduate of the Fredonia Normal School, succeeds to the position.—Miss F. Lou Francis has resigned her position in the Westfield high school, succeeded by Miss Philena E. Marshall, of Sherman. Prof. C. W. Whitney substitutes for Prof. G. F. Dickson.—Miss Mabel Foster has been compelled to resign her position in the Sinclairville school on account of ill health.—The last issue of the Fredonia *Censor* contained a cut of the fine new normal school building.—The Ellington school catalogue shows that school to be in a healthy condition.—Prin. J. S. Wright, of the Falconer schools, is striving earnestly to establish a reading circle in that village.—The laying of the corner stone of the fine new normal school building at Fredonia occurred October 3. The event was well observed.—The executive committee of the interscholastic debating league of Western New York met recently. The following officers were elected: President, Prof. Gray, Rochester; vice-president, Supt. E. E. Scribner, Dunkirk; secretary-treasurer, Mr. Eggleston, Lockport. The contests of last year were spirited. The Dunkirk club carried off the prize. This club will contest for it again this season.—Prof. Myron T. Dana, vice-principal of the Fredonia Normal School, talked to the Jamestown teachers recently about methods of bettering their condition. Here is one pithy paragraph that shows the trend of his argument: "Get lots of sleep. The idea of folks having an alarm clock in their rooms to tell Nature when to cease her duties! You might as well have one in the garden to tell the flowers when to start in the spring. I once asked a teacher what she thought was a good preparation for a day's work. She replied, and I believe correctly, 'A good night's sleep.'"—To the credit of the Cherry Creek school, several recent graduates have entered universities, colleges and other higher institutions. Evidently there is something better than "subjects" taught.

**Chenango.**—Miss Helen Evans, of Rome, a graduate of Syracuse University, Miss Carrie G. Swartwout, of Westerlo, a graduate of Albany Normal College, Miss Bertha L. Mason, of McLean, a graduate of the Cortland Normal, and Miss Kate L. Putnam, of Fredonia, a graduate of the Fredonia Normal, have been added to the faculty of the New Berlin school.—Afton has a training class this year.—Smyrna has enlarged its school building and added a member to its faculty.—Norwich high school opens with a registration of 191 academic students—the largest number for the first term in the history of the school. Miss Carolyn Spencer and Mary Philip, both of Syracuse University, are the new members of the faculty. The former teaches science and the latter English. Another teacher has been added to the high school faculty this fall, making the number seven.—By the will of the late Mrs. Guernsey, the board of education of Norwich comes into possession of a very valuable piece of property to be used for public library purposes.—Miss May Matterson, preceptress of the high school at Greene, died September nineteenth, after a few days' illness.

**Clinton.**—Prof. Ch. Rivier has resigned his position as teacher of modern languages in the Plattsburg Normal School to accept one as teacher of Ecclesiastical history in the St. Bernard's Seminary at Rochester.

**Erie.**—Benjamin Estes, of Rochester, graduate of Rochester University, has been elected principal of the Hamburg school.—Buffalo is also facing the problem of overcrowded schools in some portions of that city.—Miss Anna M. Ballard, B. A., Toronto University, and Miss Etta Underwood, B. A., Smith College, are new instructors in Buffalo Seminary. Both have wide experience in teaching.

**Franklin.**—Miss Estella Leach, of Ilion, will teach in the Saranac Lake school.

**Fulton.**—Prof. H. L. Willis, teacher of sciences in the Johnstown high school, has resigned his position to accept a lucrative one at Parkersburg, W. Va., as principal of the high school.

**Genesee.**—The citizens of Leroy are agitating the question of a free kindergarten to be established in connection with the public schools.

**Greene.**—Miss Fannie Hare has been elected to a position in the Athens school.—The new \$16,000 school building at Athens is completed and ready for occupancy. It is a credit in every way to the people of that village. Prin. O. S. Long and Commissioner Flint.—The new building at Palenville is a beautiful type of modern architecture, and in appearance, plan and finish is not surpassed in the State.

**Herkimer.**—Miss Amelia Hoffman, graduate of the Brockport Normal, has been elected assistant principal of the Poland school.—Miss Louise Brownell has resigned her position in the Dolgeville school to accept one at Akron, O. Her successor is Miss Bessie Morrison, of the Oswego Normal School.

**Jefferson.**—Mark Ellis Sprague has resigned his position at Adams Center to accept a better one at Oswego.—Miss Elizabeth Chard Smith has been promoted to the position of preceptress of the Watertown high school.

**Lewis.**—The voters of Lyons Falls have decided to change their district school to a union free school.

**Monroe.**—Ernest R. Clark has been elected teacher of English in the Rochester high school.—The Mechanics Institute at Rochester has planned a three years' course in mechanical arts, embracing the following subjects: The course of study for the first year is: Algebra, English, physics, drawing, freehand and instrumental, joinery, wood turning, pattern making, carving and Venetian iron work. Second year: Geometry, English, German, chemistry, drawing, mechanical and architectural, pattern making, forging and ornamental iron work. Third year: Solid geometry, trigonometry, elementary surveying, English, United States history and civics, practical problems in mechanics and electricity, including elementary study of the boiler, engine, dynamo and motor, figuring weight of castings and amount of material necessary for building of contracting purposes, elementary study of steel, wrought iron and brass, including strength and properties of each and under what conditions each is to be used, drawing, mechanical and architectural, shop work, iron fitting and machine work.—Miss Marie Hofer, whom Supt. Gilbert has secured to supervise music in the Rochester schools, has begun earnestly to introduce a system of work that is calculated to better the instruction in that branch of the work.

**Montgomery.**—Prin. G. M. Wiley has started in well at Palatine Bridge and promises to make a good showing in the work there.—The board of education at Amsterdam are taking measures to erect a new school building in the west end of that city.

**Nassau.**—The Brooklyn *Times* devotes a column to the Freeport schools, giving a portrait of the new principal, Eugene F. McKinley, and a sketch of his life. This sketch shows him to be a self-made, young man, who has already held several responsible positions and has a bright future before him.

**Niagara.**—Dr. Oliver J. Moreloek, principal of the Tunkhannock, Pa., schools, succeeds Prof. Edward J. Hayward as principal of the Lockport high school. The new principal is a young man and has won much praise for his ability.—John Randolph, of Utica, has been elected principal of the Middleport school.—The Felton high school building at North Tonawanda was dedicated September 6.

**Oneida.**—Miss Florence G. Bell, teacher of modern languages in the Oneida high school, has resigned to accept a position at Cleveland, O.—Mr. George R. Staley, graduate of Syracuse University, has been elected to teach mathematics in the Oneida high school.—The following commercial course has been added to the curriculum of the Utica high school: None of the commercial branches are included in the first year. The course for the other years includes, with other studies, these commercial branches: Second year, book-keeping, stenography and typewriting; third year, book-keeping, short hand and typewriting, business arithmetic, commercial geography, history of commerce, etc., twenty weeks; fourth year, business English, office methods and practice, twenty weeks; short hand and typewriting,

twenty weeks; business arithmetic, twenty weeks; commercial geography, history of commerce, etc., twenty weeks.—Miss Luella McFarland, of Syracuse, an Oswego Normal graduate, and Miss Mary McKenna, of Canandaigua, a Geneseo Normal graduate, will teach in the Rome schools.—Miss Harriett Tucker, of Hillsboro, O., has accepted a position as supervisor of music in the Rome schools.

**Onondaga.**—The following appointments of teachers were made in Syracuse schools: Genesee, Ella Jenkins and Rena McKeon; Townsend, Clara Filsinger; Madison, Matilda Denofsky and Stella Bloom; Montgomery, Jennie L. Harris; Brighton, Bessie Cooney; Seymour, Anna L. Murphy; Prescott, Clara Wells and Addie T. Haas; Porter, Laura Sweeney; Franklin, Sarah M. Sheehan; Salina, Katharine Maloney; Cooking, Grace Britton. Lizzie Dunford was made a supply teacher in the high school and Kittie Dempsey for Tompkins school.—Daniel Roosenbloom, president of the Syracuse board of education, is announced as a candidate for the Republican nomination for mayor of that city.—It is expected that a portion of the new L. C. Smith College of Applied sciences for Syracuse University will be ready for occupancy this month. It is one of the finest of the university buildings.

**Orange.**—Miss Bessie Livingston, a Geneseo Normal graduate, succeeds Miss Julia Denton at Goshen. Miss Denton goes to Poughkeepsie.—George U. Weyant has been elected principal of the Huguenot school.

**Oswego.**—Miss Ada C. Harsha, of Oswego, has sailed for Manila to teach in a normal school there.—Miss Harriett Hollis has resigned her position at Pulaski to accept one at Oneida.—Miss Albertine Trotter succeeds Mme. Jeanette Grossen as teacher of French in the Oswego high school.—Miss Augusta Volkemer, of Parish, has accepted a position in the Oswego schools.—L. C. Karpinski, of Oswego, will go to Strasburg, Alsace, as an instructor in mathematics. He is a recent graduate of Cornell.—Miss Anna Hulbert, of Norwood, has been engaged in the Pulaski school.

**Otsego.**—Miss Mary L. Arnold, of Tyrone, has accepted a position in the Cooperstown high school.—Miss Eva Byce has resigned as German teacher in the Cooperstown school.—The high school at Cooperstown ought to turn out some well-equipped graduates, if the catalogue of the same is a good indication. Here is an extract from it: "It is realized that the teacher is a very important factor in the efficiency of a school. A stream cannot rise higher than its source. Unless the teacher has right views of education and lives up to them, she cannot inculcate in her pupil love for study and noble aspirations to lead a useful life. The teacher's enthusiasm and purposes are transmitted to her pupils." W. D. Johnson, Ph. M., is principal and has eleven assistants.

**Rensselaer.**—Miss Grace Heatley and Miss Satie Porter have been appointed teachers in the Green Island school.

**Saratoga.**—Miss Katheryn M. Davis, of Glens Falls, succeeds Miss Sweet in the South Glens Falls school.—L. J. Brown, has been elected to fill the position in the Waterford school made vacant by the resignation of S. W. Youmans.

**St. Lawrence.**—Miss Wilhelmina Abeling, training class teacher at Massena, has resigned and is succeeded by Miss Grace Alden.—Miss Adelaide Eastman, of Potsdam, will teach in the Normal and Collegiate Institute at Asheville, N. C.

**Steuben.**—The North Cohocton school opens with a large registration. A training class of nineteen members has been organized and the members are well-equipped and mature. Prin. Angelo O. Tucker remains at the head of this school.—Supt. Elmer S. Redman and his corps of teachers may well be proud of these facts: Thirty-five graduates of the Hornellsville high school are now in regular attendance at college. Sixteen of these students graduated since Superintendent Redman took charge of our schools and four others did post-graduate work under his direction. Ten of these students entered college this present fall of 1901. Last June thirteen teachers graduated from the teachers' training class, all of whom are now teaching in the public schools of the State. There are now 294 students in attendance at the high school—the largest attendance of high school students in the history of the school. In the present high school faculty are six college graduates, two of whom hold the degree of Master of Arts. Six of the faculty are graduates of State normal schools. One holds a State certificate granted as a result of an examination. Two of them hold college graduate certificates granted by the State superintendent on account of their high standard as teachers.

**Tioga**—Miss Bertha Mead has resigned her position in the Owego schools on account of ill health.

**Tompkins.**—Miss Maud Burghardt, a graduate of the Cortland Normal; Miss Margaret McLennan, a graduate of the Cortland Normal; Miss

to positions in the Ithaca schools. Prof. Frank Carney, late president of Keuka College, has been made teacher of English in the high school. Miss Catherine V. Merwin, B. Pd., succeeds Mrs. Jenkins in the training department, and Miss Catherine G. McAllister will teach stenography and typewriting in the high school.—Supt. F. D. Boynton, in opening the schools of Ithaca, gave a talk to his teachers upon important subjects, especially the matter of poor reading and spelling; summing up he spoke thus encouragingly: "In looking over the work of the past year I find much was accomplished of which we may justly be proud without being vain. My ambition this year is that the work may not fall short in any point as compared with last, and in some parts show improvement. Let us all feel that the work is ours; that we are a part of one eye—possibly the eye, the hand or the foot, but a part that is important to the success of the other parts. May I ask that the same generosity and fellowship which characterized your work last year pervade the work of this, and let me assure you that I shall try to do my part without sparing of labor or of time to make the year a little better than last."

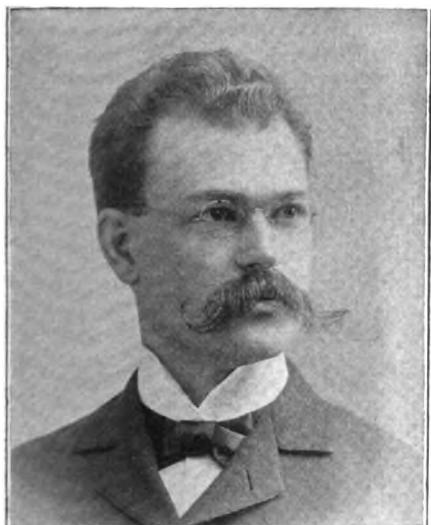
**Ulster.**—The citizens of Marlboro are agitating the question of a new school building in that place.

**Warren.**—Miss Constance Bowen, Geneseo Normal graduate; Miss Eleanor W. Ogden, of Hornellsville; Miss Mary A. Haswell, of Hoosick Falls, and Fred Stenerwald, of Glens Falls, are new teachers in the Glens Falls schools.—The Glens Falls high school was opened for the year's work by a short program of music, and addresses by local ministers.

**Washington**—Cambridge has a training class of sixteen members, with Miss Margaret Van Bensekom teacher.

**Wayne**—Miss May Allen has been engaged as principal of the Macedon Center school.—Miss Elsie Murray, of Athens, Pa., will teach science and mathematics in the Newark high school.

**Westchester.**—Charles H. Burr, graduate of Syracuse University; Miss Grace Ellingwood Rich, graduate of the Oswego Normal, and Miss Grace Bickford, graduate of the Women's College, Baltimore, and the Albany State Normal College, have been added to the faculty of the White Plains school.—Miss Ella A. Phillips, of Stormville, will teach in the Drum Hill school at Peekskill.—Miss Mary Matthews has resigned her position in the Yonkers schools.



F. D. BOYNTON

Sarah Lawrence, of Geneseo; Miss Elizabeth Pearson, of Ithaca; Miss Lena M. Palmer, a graduate of the Oswego Normal, have been elected

## GREATER NEW YORK

**Manhattan.**—Pres. Miles M. O'Brien, of the Greater New York school board, says there is urgent need for the expenditure of \$5,000,000 in the several boroughs for new school buildings. Ten new buildings are needed at once, owing to the overcrowded condition.—Under the four mills provision the taxpayers of Greater New York will contribute \$15,151,883 for the payment of salaries of teachers. Even this enormous sum will fall short, it is expected, of the required amount.—

A successful effort was made to afford the principals of schools an assistant to perform clerical duties, thus giving the principal more time for supervision of class-work. The demand has been granted.—Corporation Counsel Whalen has decided that the corporate schools and orphan asylums, under the charter of 1901, must come in for their full share of the public school funds. This will make a deficit of \$372,000. The board of education are now facing the proposition of how to raise this amount.—Memorial exercises for the



PRES. MILES O'BRIEN

late President William McKinley were held in all the schools. The educational building was fittingly draped.—Free lectures have already been begun under direction of the board of education.—The estimated school budget for Greater New York will be \$20,453,248, an increase of \$1,940,430 over the budget of last year.—C. B. J. Snyder, superintendent of buildings in the department of education, declares that the new high school buildings will cost less per pupil to be accommodated than buildings recently erected in New York and other cities.—The following free lectures have been arranged for: At St. Peter's Hall, Twentieth street, between Eighth and Ninth avenues, Stephen Jenkins, "Broadway, Old and New, from New York to Albany," illustrated by stereopticon views. At the Young Men's Institute, No. 222 Bowery, W. W. Ker, "Static Electricity," illustrated by experiments. At the Baron de Hirsch Trade School, No. 2222 East Sixty-fourth street, Prof. E. R. Von Nardroff, "Energy as a Source of Heat," illustrated by stereopticon views and experiments. At St. Bartholomew's Lyceum Hall, No. 205 East Forty-second street, Alfred J. Talley, "The Passion Play of 1900," illustrated by stereopticon views. At Y. M. C. A. Hall, Ninety-second street and Lexington avenue, Dr. Frederick H. Sykes, "Tennyson," illustrated by stereopticon views.—The many friends and admirers of Pres. Miles M. O'Brien, of the school board will learn with pleasure of his retirement from the H. B. Clafin Co., to accept the presidency of the Broadway National bank, New York city.

**Brooklyn.**—Very distinct indeed is the loss to the educational work of the borough of Brooklyn through the death of Superintendent of Schools Edward G. Ward. His association with the

Brooklyn schools as superintendent dates from 1898, although he had been an assistant superintendent of schools in that city since 1885. He has devoted his entire life to the profession, having been a teacher at the early age of seventeen. In no small degree has he been responsible for the efficiency of the schools under his supervision. His death was caused by overwork.—A successor to Dr. Edward G. Ward will be appointed to act through the remainder of the year, and the selection, while it can be made from a list of able men, is of much import.—The overcrowded condition of schools in Brooklyn is serious. It is reported that 700 children have been refused admission.—Henry M. Groehl, M. D., has been appointed a member of the board of education for Brooklyn borough to succeed C. C. Burlingame, resigned. He is a young man, but comes to the position well-qualified.—According to the local press, the people of Brooklyn, through a citizens committee, will attempt to carry measures through the State legislature to secure control of her educational system before the charter goes into effect February 1. By the terms of the charter, the power will be so centralized that Brooklyn will lose individual control of her schools.—Associate Superintendent John H. Walsh has been appointed superintendent of the Brooklyn schools.

### AMONG THE COLLEGES

#### VASSAR COLLEGE

There are 790 students at Vassar this fall, 300 of whom are enrolled in the freshman class.

Professor Leach has returned after an absence of six months in Greece and Sicily.

During the summer Professor Whitney and Dr. Furness visited the most important European observatories.

Dr. LeRoy C. Cooley attended the meeting in Denver of the American Association for the Advancement of Science.

#### COLUMBIA UNIVERSITY

Nicholas Murray Butler, Ph. D., has been elected president of Columbia University, taking the place of Pres. Seth Low, who has resigned



NICHOLAS MURRAY BUTLER

to accept the nomination of candidate of the anti-Tammany forces for mayor of Greater New York. He has been connected with this famous institu-

tion as a tutor and professor since 1885. He is also a graduate. His last position in the university, prior to his election as president, was that of dean of the faculty of philosophy.

#### COLGATE UNIVERSITY

The opening of the University year was marked by a service in the college chapel, which was attended by the students and faculties of the college and of the divinity school. After the devotional exercises, President Merrill delivered an address to the student body. Speaking of the year just ahead, he said that there were two features of student life that should be kept in mind. The first is the withdrawal from the world, and the second, the larger life possible in a university. He called attention to the fact that the original meaning of the word school was leisure, and that student life should be one of leisure in a modified sense. Student seclusion should not be that of the monk, nor should it be one of indolence, but it should be a leisure devoted to the careful analysis and mastery of language, science, art, philosophy, and those subjects which pertain to student life. The president also spoke of the larger life possible in the university, and suggested some practical rules which might enable a student to make the most of his time. The address was stimulating and helpful.

The number of new men registered in the college thus far is sixty-six. This is an advance on recent years, and it is hoped marks the beginning of a larger attendance at the college.

Professors Crawshaw and Spencer, of the college, and Professor Gallup, of Colgate Academy, have returned from their leaves of absence. Professor Greene, of the college, is absent for the year. In this connection it should be noted that Prin. Charles H. Van Tuyl, of the Hamilton high school, is absent for the year, working for a degree at the University of Chicago.

The university is now sending out to its patrons and friends an illustrated booklet containing admirable views of the campus and most of the university buildings. Copies may be obtained by addressing the university.

Athletic interests are active here now, and the impulse from the two pennants won last year, and the successful field meet with Hamilton is very much alive. The new class has much fine football material, and a large number of men are out for practice every afternoon. The work is being done under the coaching of Jerry Delaney, of Worcester, Mass., whose work in previous years is a sufficient guarantee that good football may be expected from the Colgate team this year. Games have been arranged with Cornell and Williams, as well as with the colleges of the State league.

Much improvement has been made in the campus and material equipment since last year. In the library a large number of pictures have been placed on the wall, through the kindness of Mr. J. Spencer Kennard, of Philadelphia; two books of beautiful colored engravings of pictures of the Stafford gallery have also been received from the same donor. A copy of the *Apoxyomenos* of Lysippus has been placed in the loggia of the library by the Albany Alumni Association of Colgate University. And copies of the *Venus of Melos*, and the *Faun of Praxiteles* have been received from Mrs. George L. Stedman, of Albany.

#### SCHOOL SUPERINTENDENTS

The Council of School Superintendents will meet at Auburn, N. Y., October 23rd, 24th and 25th. The officers of the association are: President, George Griffith, Utica; vice-president, J. C. Norris, Canandaigua; secretary and treasurer, Edwin S. Harris, Poughkeepsie. The following program has been prepared: "General principles to govern a superintendent in the best use of time," C. E. Gorton, Yonkers; "How shall New York be represented in the educational exhibit at the St. Louis Exposition," Howard J. Rogers, second deputy State superintendent, "The school board and the superintendent, what each owes the other," A. B. Blodgett, Syracuse; "Business Education," E. L. Stevens, Queens; "English in the high school," W. H. Maxwell, New York; "A law to control hygienic requirements," J. A. Estee, Gloversville; "School baths," T. R. Kneil, Saratoga Springs; "Physical culture," E. G. Lantman, Port Chester; "Testing sight and hearing of pupils," W. D. Hood, Rome; "The Kindergarten, its place and value in a system of schools," R. R. Rogers, Jamestown; "The Kindergarten, its relation to the next higher grade," D. L. Bardwell, Binghamton; "The Kindergarten, its influence upon higher grades," H. E. Reed, Little Falls; "Manual training in grades below the high school," C. B. Gilbert, Rochester.

#### IN THE STATE SUPERINTENDENT'S OFFICE

Superintendent Skinner has issued college graduate certificates, good for life in this State, to the following named teachers: John Leslie Cummings, Fort Covington, N. Y., St. Lawrence University, 1898; Mary Laura Storm, Owego, N. Y., Syracuse University, 1898; Mabel Josephine Fuller, Tully, N. Y., Syracuse University, 1897; William Allen Edwards, Westfield, N. J., Lafayette College, 1884; Frank J. Beardsley, North Tonawanda, N. Y., Cornell University, 1892; Carolyn May Wygant, Peekskill, N. Y., Cornell University, 1896; Eva G. Potter, Saratoga Springs, N. Y., Wellesley College, 1898; Hiram Henry Denio, Chazy, N. Y., Cornell University, 1898; Francis Robert Parker, Cortland, N. Y., Queens University, Kingston, Ont., 1887; Katherine Hulst, Greenwich, N. Y., Syracuse University, 1896; Eugene F. McKinley, Freeport, N. Y., Cornell University, 1893; Thomas Jefferson McEvoy, Brooklyn, Amherst College, 1897; Charles Henry Munson, Belmont, N. Y., Syracuse University; Earl Perry Saunders, Alfred, N. Y., Alfred University; Edith Elizabeth Barnum, Sanborn, N. Y., Cornell University; Alma E. Tuttle, Hornellsville, N. Y., Vassar College.

#### UNIVERSITY OF THE STATE OF NEW YORK

*Authorized announcements, October, 1901.*

*Grants to secondary schools.* The amounts apportioned to secondary schools in the University for year ending September 30, 1901, show an increase of \$36,437.41 over those of last year.

For the year ending September 30, 1901, the legislature appropriated, under the academic fund,

\$313,730 (the remainder to be met from an accumulated balance), amending at the same time the Horton law so that thereafter \$350,000, an increase of \$36,270, will be available for grants to registered academic schools as follows:

1. A quota of \$100;

2. A grant equal to the amount raised from local sources, but not to exceed \$250 annually, for approved books and apparatus;

3. A proportionate share of the remainder, less expenses of inspection, on the basis of the attendance of academic students according to the University ordinances.

The amended bill reduces to \$250 the maximum annual grant for books and apparatus, the balance so saved to be apportioned on attendance. As comparatively few schools took advantage of the former maximum of \$500, the amendment insures a more equitable distribution.

*Grants to public libraries.* At the close of the fiscal year the regents granted all approved applications for state aid then due within the limit of \$100 to each library. In every case in which a less amount was paid in May last an additional grant was made to pay all to which the library is entitled up to \$100.

There is no deficiency to be carried over to next year and though the number of libraries is constantly increasing, it is confidently expected that the appropriation will be sufficient to meet all applications during the year to the amount of \$100.

But no library should expect that the amount unpaid on its last request will be paid in the coming year without further application. Much confusion will be avoided if, in all cases of partial payment, the application account for the year ending September 30, 1901, is considered closed and new applications are made for the following year. Some such are already on hand and will soon be paid. If, however, any library should be unable to raise \$100 for books, it may still take advantage of the unduplicated part of its last previous application as a basis of another request for aid.

Applications delayed by any present defect will be valid whenever the defect is made good.

*Passcards.* Owing to an unprecedented increase in examinations, it is impracticable with the means available for that purpose to continue to issue passcards. It should be remembered, however, that the grants to the schools are larger than ever before and that a small portion of the increase will enable those principals who desire to continue the old system to secure passcards as heretofore, while the office will be relieved of the unnecessary trouble of duplicating records when such duplication is not desired.

*Library school.* The school opened October 1 with twenty-one seniors and twenty-eight juniors; twelve men and thirty-seven women. Twenty-three of the entering class are college graduates, including four each from Vassar and Smith, and three each from Harvard, Mt. Holyoke, Leland Stanford, Jr., and Wellesley. The school now has students from sixteen states, one territory, Nova Scotia and Norway.

*Entomology.* The following entomologic exhibits will be accessible to the public on the opening of Geological and Agricultural Hall:

1. A collection of some of the more common injurious insects, a) of the spring months, b) of the summer months, c) of the fall months, designed to show the agriculturist some of his im-

portant enemies at each of these seasons and in the stage in which he will be obliged to fight them. There are also

2. Collections of insects common in the spring and in the fall, designed to aid teachers and students interested in natural history, by bringing together some of the many forms occurring at these seasons. There is also a small collection of some of the more interesting forms, including such as are remarkable for size, beauty, structure, etc. This latter collection was prepared chiefly to interest the general public in our insect fauna. Catalogues of these collections giving the more important facts concerning the specimens will be prepared later. These small collections are supplementary to the large exhibit now at the Pan American Exposition and when the latter is returned the museum will have a fairly extensive entomologic exhibit open to the general public.

Proofs of the colored plates illustrating the bulletin on important scale insects, and also of the bulletin on aquatic insects, have come to hand and they promise at least equality with anything hitherto published on insects in this country.

## NATURE-STUDY FOR PUBLIC SCHOOLS

At this time of the year the cricket is an interesting little creature to study and it has a delightful story to tell of itself. It can be made very happy in captivity and will afford much pleasure if given close observations. Children find much instruction and amusement by having cages in the school-rooms and the homes.

It is interesting to know that the male makes music for the pleasure of the female. Like other artists for whom we pay good money to hear, each male thinks his own music best and can not bear rivalry with good grace. Quarrels are not uncommon among them—just as we have heard is sometimes the case with church choirs. It is well for the children to determine by observation whether the cricket is a singer or a fiddler. It also interests them to locate the ears which are on the legs. There are many other observations worthy of note which space forbids to mention. If the reader is interested in children, schools or teachers, he can do them a service by asking the Bureau of Nature-Study, Cornell University, Ithaca, N. Y., for a Junior Naturalist monthly lesson that will put children at work in this line. It is furnished free to all schools and teachers in the State of New York, being provided for by an appropriation for University Extension of Agricultural Knowledge.

BUREAU OF NATURE-STUDY,  
CORNELL UNIVERSITY,  
Ithaca, N. Y.

In the grammar or life the great verbs are To Be and To Do.—*Jno. A. Stewart.*

We are here not primarily to do or to effect, but to become something.—*Wm. M. Salter.*

**UNIVERSITY OF THE STATE OF  
NEW YORK**

HIGH SCHOOL DEPARTMENT

167TH EXAMINATION

**ALGEBRA**

**Questions.**

Answer the first five questions and five of the others.

1. Simplify  $\frac{x-y}{x-y} \div \frac{x-y}{x} \times \frac{2x}{(x-y)^2}$

$$\frac{x-y}{x-y} \div \frac{x-y}{x} \times \frac{2x}{(x-y)^2}$$

$$1 + \frac{x+y}{x-y} = \frac{x+y}{x-y}$$

3. Factor five of the following:  $x^2 + x$ ,  $2a^2 + b^2 - 2ab - 4a$ ,  $a^4 - 8x$ ,  $ay + by - a - b$ ,  $a^2 + a^2b^2 + b^4 - 2a^2b^2$ ,  $b^4 - a^4 + 2ac - c^2$ .

3. Find the least common multiple of  $2ab^2 - 10ab - 4a$  and  $2b^2 - 2b + 12$ .

4. Solve  $\frac{1}{x} + \frac{2}{y} + \frac{1}{z} = 3$ ,  $\frac{1}{x} - \frac{2}{y} + \frac{1}{z} = 1$ ,  $\frac{1}{x} + \frac{1}{y} - \frac{2}{z} = 3$ ,

$$\frac{1}{x} - \frac{1}{y} - \frac{2}{z} = -1$$

5. Solve  $5x^2 - 15x = 32 - 2x^2 + 5x$ .

6. A man says that  $\frac{3}{4}$  of his age two years ago is equal to  $\frac{3}{5}$  of his age three years hence; find his present age.

7. Multiply  $2 + a^{-1} - a^{-2}$  by  $a^3 - a - 2$ .

8. Solve  $x + \sqrt{b^2 + x^2} = \frac{2b^2}{\sqrt{b^2 + x^2}}$

9. The sum of the three digits of a number is 9, the digit in the hundreds place is  $\frac{1}{2}$  that in the units place; if the digits are reversed the new number exceeds the original number by 198. Find the number.

10-11. Solve  $\begin{cases} 2x^2 - 3xy + 2y^2 = 8 \\ y^2 - x^2 = 5 \end{cases}$ .

12. Simplify  $\sqrt[3]{a^2} \times \sqrt[4]{a^8}; \sqrt[3]{\sqrt{a^8}}; \frac{\sqrt[4]{48} - \sqrt[4]{27}}{\sqrt{12}}$

$3\sqrt[3]{54} - 2\sqrt[3]{4}$

13. Write out by the binomial theorem the first three terms of  $(2x^2 - y^2)^5$ , giving all the work for finding the coefficients.

14. The sum of the perimeters of two squares equals 140 feet; the sum of their areas equals 617 square feet. Find the side of each square.

15. Define five of the following: axiom, common factor, polynomial, numeric equation, simultaneous equations, quadratic equation, surd.

**Answers.**

WALTER ABBOTT, Watervliet High School

J. A. Ayers, Principal

1. 1.

2.  $(a+8)(2a-3); (a^2+9)(a+3)(a-3); (a+b)(y-1); (a+6)(a^2-6a+36); (b+a-c)(b-a+c)$ .

3. L. C. M. =  $(2b^3 - 4b + 6)(2ab^2 - 10ab - 4a)$ .  
 4.  $(x=2); (y=1); (z=1)$ .  
 5.  $x = 4$  or  $-14$ .  
 6.  $x = 42$  years of age at present.  
 7.  $2a^2 - a + 6 - a^{-1} + 2a^{-1}$ .  
 8.

$$\begin{array}{r} 12 \\ a\sqrt{a^6} \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \frac{1}{2} \\ 8\sqrt{8} \end{array}$$

9.  $x = 6, y = 19$ , or  $x = 19, y = 16$ .

15. A common factor of two or more expressions is a quantity which will exactly divide each of them. A polynomial is an expression containing more than one term. A numeric equation is an equation in which the known quantities are expressed by numbers. Simultaneous equations are two or more equations in each of which the unknown quantities are satisfied by the same set of values. A quadratic equation is an equation of the second degree.

**GERMAN—FIRST YEAR**

**Questions.**

Answer questions 7 and 8 and eight of the others.

1-2. Translate into English:

**HAGEN**

Da sagten die drei Mädchen: "Wenn du grofs wirst, kannst du gewifs den Weg wieder zu ihnen finden. Jetzt aber ist es wohl am besten, du bleibst noch bei uns, und wir alle wollen dich lieb haben." Und nun sorgten sie für den Prinzen. Wenn sie ausgingen, um Wurzeln zur Speise zu suchen, so ging er mit. Das thaten sie Tag um Tag eine lange, lange Zeit, bis der Knabe grofs und kräftig geworden war, dann aber ging er allein ohne die Mädchen aus der Höhle heraus hinein in den Wald und noch weiter an die See und machte sich einen Bogen, um Vögel zu schießen.

sorgen = care, Wurzel = root, Speise = food, Bogen = bow.

3-4. Translate into English:

**DER WUNSCHRING**

Doch die Frau wufste gleich guten Rat. "Was meinst du," sagte sie, "wenn wir uns noch etwas Acker wünschten? Wir haben gar so wenig. Da reicht so ein Zwickel gerade zwischen unsre Acker hinein; den wollen wir uns wünschen."

"Das wäre der Mühe wert," erwiderte der Mann. "Wenn wir ein Jahr lang tüchtig arbeiten und etwas Glück haben, können wir ihn uns vielleicht kaufen." Darauf arbeiteten Mann und Frau ein Jahr lang mit aller Anstrengung, und bei der Ernte hatte es noch nie so geschüttet wie dieses Mal, so dafs sie sich den Zwickel kaufen konnten und noch ein Stück Geld übrig blieb. "Siehst du!" sagte der Mann, "wir haben den Zwickel, und der Wunsch ist immer noch frei." — Leander.

Acker = cultivated field, Zwickel = wedge, Ernte = harvest, schütten = yield.

5-6. Translate into English.

**LOHERANGRIN**

Einst war Parcival im herrlichen Saale des Gral mit seinen Rittern versammelt, da

erschienen am Becher die Worte "Loherangrin, Parcivals Sohn, ziehe nach Brabant, und hilf der Herzogstochter Elsa aus der Not!" Da kam Loherangrin aus den Reihen der Ritter und trat vor den königlichen Vater und sprach: "Siehe, ich bin bereit," und da reichte ihm Parcival ein Schwert und sprach: "Gehe in Frieden, mein Sohn, und erfülle die Pflicht!" Und Loherangrin verließ die Burg und eilte zur See und stieg in ein Boot. Das wurde von Schwänen über die See bis an die Mündung des Rheins gezogen, dort lenkte es ein und fuhr südlich weiter, bis es Brabant erreichte, da hielt es an, und Loherangrin stieg aus.

*Gral* = grail, *Pflicht* = duty, *Mündung* = mouth, *einlenken* = turn.

7. Translate into German: *a)* Let us follow the little children. *b)* Friday will be the longest day in the year. *c)* There are many soldiers in the city. *d)* You must go at once to school. *e)* He should have come three days ago.
  8. Conjugate the imperfect indicative of *werden*, the future perfect indicative of *kommen*, the imperfect subjunctive active of *raten*, the present conditional passive of *schelten*, the perfect subjunctive passive of *rufen*.
  9. Indicate the gender of each of five of the following nouns, giving the rule in each case: *Leben, Freundschaft, Freundin, Schönheit, Frühling, Fräulein, Hoffnung, Töchterchen, Reiter*.
  10. Decline in singular and plural *das hohe Schloss, welcher Mann*.
  11. Write the principal parts of *brechen, vergeben, mitnehmen, saufen, ziehen*.
  12. Compare *hoch, kurz, wohl*. Write the second and the third person singular of the present indicative of *löschen, schlafen*.
  13. Translate into English: *a)* Ich bitte um Verzeihung, *b)* Das freut mich sehr, *c)* Ich kann nichts dafür, *d)* Wir waren nur ein paar Tage in der Stadt, *e)* Wir sind nur ein paar Tage in der Stadt.
  14. Translate into German: *a)* My sister is taller than I, *b)* Perhaps you have not understood, *c)* Do not wait for me, *d)* I told him that it was very late, *e)* Would you like to go home with him?
  15. Write from memory and translate 10 consecutive lines of one of the following poems: *Der Lorelei, O Strasburg, Heidenröslein, Der gute Kamerad*.

### *Answers.*

**ALIDA VANDERBURG**, Sayville High School  
William C. Noll, *Principal*

- 1-2. Then said the three maidens: "When you are big you can certainly find the way to them again. But now it is best that you remain with us and we will all be pleased to have you." And now they cared for the prince. When they went out to look for roots for food he went with them. This they did day after day for a long, long time, until the boy had become big and strong, then he went alone without the maidens, out of the cave into the forests and still farther to the sea and made himself a bow to shoot birds.

3-4. The woman at once knew good advice.

"What do you say," said she, "If we wish for a cultivated field? We have so little. There extends a wedge right between our cultivated fields; we will wish for that." "That would be worth the trouble," replied the man. "If we work industriously for a year we can probably buy it. Accordingly the man and woman worked a year with all earnestness, and at the harvest it had never yet yielded as this time, so they could buy the wedge and a sum of money still remained. "See!" said the man, "we have the wedge and the wish is still free."

- the wish is still free.  
7. a) Lassen (sie) uns (den) kleine(n) kindern folgen. b) Freitag wird der längste Tag im Jahre sein. c) Viele Soldaten sind in der Stadt. d) Du musst sogleich nach Schule gehen. e) Er (hätte) vor drei Tagen kommen sollen.

8. Singular.	Plural.
ich wurde.	wir wurden.
du wurdest.	ihr wartet.
er wurde.	sie wurden.

Singular.  
ich werde gekommen sein.  
du wirst gekommen sein.  
er wird gekommen sein.

wir werden gekommen sein.  
ihr werdet gekommen sein.

Imperfect subjunctive active— <i>raten</i> .	
ich (riete).	wir (rieten).
du (rietest).	ihr (rietet).
er (riete).	sie (rieten).
Present conditional passive— <i>schenken</i> .	

### Present conditional passive—seltener Singular.

	Singular.
ich würde gescholten werden.	
du würdest gescholten werden.	
er würde gescholten werden.	
	Plural

wir würden gescholten werden.  
ihr würdet gescholten werden.  
sie würden gescholten werden.  
Perfect subjunctive passive aufen

### **Perfect subjunctive passive—rufen.**

Singular.  
ich sei gerufen worden.  
du seiest gerufen worden.  
er sei gerufen worden.

Plural.

wir	sein	gerufen	worden.
ihr.	seiet	gerufen	worden.
sei	seien	gerufen	worden.

9. Freundschaft—fem., because it ends in *haft*.  
 Schönheit—fem., because it ends in *heit*.  
 Frühling—mas., because it ends in *ling*.  
 Fraulein—neuter, because it ends in *lein*.  
 Töchterchen—neuter, because it ends in *chen*.

19. Singular                          Plural

des Singels.	Plural.
des hohe Schloss.	die hohen Schlösser.
des hohen Schlosses.	der hohen Schlösser.
dem hohen Schloss.	den hohen Schlössern.
das hohe Schloss.	die hohen Schlösser.
welcher Mann.	welche Männer.
welches Mannes.	welcher Männer.
welchem Mann.	welchen Männern.
welchen Mann.	welche Männer.

11. Brechen, brichst, bricht, brach, gebrochen; vergeben, vergiebst, vergiebt, vergab, vergeben; mitnehmen, (nahm mit), mitgenommen; saufen, (soft), gesoffen; ziehen, zog, gezogen;

(son), gesunken; ziehen, zog, gezogen.  
15.  
Ich weiss nicht was soll es bedeuten,  
Dass ich so traurig bin.

Ein Märchen ausalten Zeiten  
 Das kommt mir nicht aus dem Sinn.  
 Die Luft ist kühl und es dunkelt  
 Und ruhig fliesst der Rhein,  
 Der Gipfel des Berges funkelt  
 Im Abend sommer scheint.  
 Die schonste Jung frau sitzet,  
 Dort oben wunderbar.

I know not whence it rises,  
 This tale so full of woe;  
 But a tale of times departed  
 Haunts me and will not go.  
 The air is cool and it darkens,  
 And calmly flows the Rhine;  
 The mountain peaks are sparkling  
 In the sunny evening shine  
 And yonder sits maiden,  
 The fairest of the fair.

## GEOGRAPHY

## Questions.

1. Give the location of *a*) the tropic of Cancer, *b*) the Arctic circle. Show, by aid of a diagram, why each is located where it is.
2. Mention the *two* motions of the earth and give the principal result of each.
3. Mention *three* counties of New York state that are comparatively level, *three* that are mountainous, *three* in which natural gas is found, *one* whose waters flow into the Mississippi.
4. Give the name and the location of *one* Indian reservation in New York state. Mention *three* characteristics of the American Indian.
5. Give approximately *a*) the distance from New York to Plattsburg, *b*) the distance from Albany to Buffalo, *c*) the area of New York state, *d*) the population of New York state, *e*) the population of New York city.
6. Give the name and the location of a city noted for the manufacture of *a*) flour, *b*) shoes, *c*) gloves, *d*) collars and cuffs, *e*) iron and steel.
7. Mention in order the states bordering on British America.
8. Describe *one* of the following: *a*) rice-growing in Louisiana, *b*) cotton-growing in Mississippi, *c*) coal-mining in Pennsylvania.
9. Give the location of *each* of the following and state *one* important fact regarding each: Denver, Santiago, Santa Fé, Quebec, Lake Nicaragua.
10. Give, with names, the location in South America of the following; *three* mountain peaks, *one* lake, *three* important rivers.
11. Mention in order the countries of Europe bordering on the Mediterranean sea, giving the form of government and the capital of each.
12. Give the name and the location of each of *five* of the following: *a*) a city in Great Britain noted for its ship-building, *b*) a city in Germany noted for its manufacture of cannon, *c*) a city in Italy noted for its canals, *d*) a city in Russia noted as a grain market, *e*) a city on the Rhine noted for its cathedral, *f*) a city in Greece noted for its ruins of ancient architecture, *g*) a city in Switzerland noted for its manufacture of watches.

15. Mention a country in which the reindeer is found in large numbers. Give *two* characteristics of the reindeer and *two* uses that are made of it.
- 14-15. Describe *one* of the following touching on *a*) race, *b*) houses, *c*) dress, *d*) occupations, *e*) peculiar customs: native Hawaiians, Japanese, Filipinos.

## Answers.

VENA GOLDSMITH, Poughkeepsie High School  
 Clarence H. Woolsey, Principal

2. The two motions of the earth are the revolution of the earth around the sun and the rotation of the earth upon its axis. The result of each is the change of season and day and night.

3. The three counties of New York state whose surface is level are Orleans, Erie and Niagara counties. The three that are mountainous are Essex, Ulster and Dutchess counties. The three in which natural gas is found are Ontario, Erie and Oswego counties. The one whose waters flow into the Mississippi is Chautauqua county.

6. *a*) Minneapolis is in the south-eastern part of Minnesota on the Mississippi river. *b*) Lynn is in the eastern part of Massachusetts on Massachusetts bay. *c*) Gloversville is in the east central part of New York state. *d*) Cohoes is in the eastern part of New York state on the Mohawk river. *e*) Pittsburg is in the western part of Pennsylvania at the junction of the Alleghany and Monongahela rivers.

7. The states that border on British America are Washington, Idaho, Montana, North Dakota, Minnesota, Michigan, New York, Vermont, New Hampshire and Maine.

8. *a*) More rice is raised in Louisiana than in any other state in the Union. It is one of the leading exports of Louisiana and rice-growing is one of the chief industries.

9. Denver is in the north central part of Colorado and it is the capital of Colorado. Santiago is in the south-eastern part of Cuba, situated on the coast. It is the second largest city in Cuba. Santa Fé is in the north central part of New Mexico. It is the capital. Quebec is in the southern part of Quebec, on the St. Lawrence river. It is the capital of Quebec. Lake Nicaragua is in the southern part of Central America, in the state of Nicaragua. It was chosen as a part of the proposed Nicaragua canal.

11. The countries of Europe that border on the Mediterranean sea are Spain, France, Italy, Austria, Hungary, Turkey and Greece. The government of Spain is a Limited Monarchy, and the capital is Madrid. The government of France is a Republic, and the capital is Paris. The government of Italy is a Limited Monarchy, and the capital is Rome. The government of Austria-Hungary is a Limited Monarchy, and the capital is Vienna. The government of Turkey is an Absolute Monarchy, and the capital is Constantinople. The government of Greece is a Limited Monarchy, and the capital is Athens.

12. *a*) Glasgow is in the south-western part of Scotland, on the Clyde river. *d*) Odessa is in the south-western part of Russia, on the Black sea. *e*) Cologne is in the western part of Germany, on the Rhine river. *f*) Athens is in the south-western part of Greece. *g*) Geneva is in south-western part of Switzerland, on Lake Geneva.

14-15. a) The Japanese belong to the Mongolian race. b) The houses are largely made of Bamboo. Few are of wood. There are many tea houses made of Bamboo. c) The dress of the Japanese people is much different from ours. The dresses have large flowing sleeves that are often trimmed with Japanese silk. d) Their chief occupations are agriculture, manufacturing and mining in the Island of Yesso, and commerce. e) The Japanese, when entering a house, most always remove their shoes. They generally sit on the floor when eating and never have a table.

### ELEMENTARY ENGLISH.

*Answer questions 14-15 and eight of the others.*

#### Questions.

1. Analyze by diagram or sentence: Robert E. Lee, having been reared amid southern institutions, and being devoted to the interest of his own state, decided to resign his commission in the United States army.
  2. Write sentences containing a) the positive degree of the adverb *better*, b) the comparative degree of *often*, c) the superlative degree of *far*, d) the possessive plural of *child*, e) the objective case of *we*.
  3. Write a letter to a friend, describing your school work during the past year.
  4. Give the part of speech and the syntax of *each* of the following italicized words; a, b) The *fording* of the river threw the hounds *off* for a time. c) She leaped forward with *better* speed. d) All his attitudes are *free* and unstudied. e) Her friends had given her up, *supposing* that she had dragged herself away into the depths of the woods.
  5. Select from the following the incorrect sentences and rewrite in correct form, giving the reason for each correction: a) Nobody but the doctor and the nurse was allowed in the room. b) Nothing but books and flowers seem to interest her. c) Let each one try to do his work well. d) They are all going but you and I. e) I have no objection to his going. f) This building is neither a chapel or a school. g) Did you say that the Rhine river flowed through Germany?
  6. Write the infinitives and the participles, active and passive of *weave*.
  7. Classify the following sentences as to form and as to use: a) How many difficulties were conquered by the stern old Puritans! b) Why does one man's yawning make another man yawn? c) A statesman makes the occasion, but the occasion makes the politician. d) A thoughtful mind, when it sees a nation's flag, sees not the flag, but the nation itself. e) Reduce each result to its simplest form and mark it Ans.
  8. Write sentences using correctly a) the interrogative *who* introducing a subordinate clause, b) the relative *who* modifying the object of a preposition, c) the interrogative *which* modifying a noun, d) the relative pronoun *which*, e) *that* introducing an adverbial clause.
  9. Parse the italicized words in the following sentences: a) The hounds were drawing *near*. b) He had *nothing* whatever to give
- his child,—nothing but his sympathy. c) His haunch is as tender as his *heart*. d) The *American* deer in the wilderness, left to himself, leads a comparatively harmless life.
10. Combine the following statements into a complex sentence: The doe reached the timber. She heard the brutes. The brutes were savage. The brutes were howling. The brutes were across the meadow.
  11. Give the syntax of *three* of the following italicized phrases: a) The fearful pace *at which* she had been going, told upon her. b) Every bird in town came *to see that owl*. c) I suspect the jay is often punished by birds which are otherwise innocent of *nest-robbing*. d) It is easy *to mistake them* for trails made by hunters. e) The baying *of the hounds* grew fainter behind her.
  12. Explain the meaning of *five* of the italicized words in the following:
    - a) Many a *weary* year had passed since the burning of Grand Pré  
When on the *falling* tide the *freighted* vessels departed.
    - b) Here is Baptiste Leblanc, the *notary's* son, who has loved thee  
Many a tedious year.
    - c) Still in her heart she heard the funeral *dirge* of the ocean.
    - d) Water-lilies in *myriads* rocked on the slight *undulations*.
    - e) Far in the west there lies a desert land, where the mountains  
Lift, through perpetual snows, their lofty and *luminous* summits.
    - f) Slowly over the tops of the Ozark mountains the moon rose  
Touching the *sombre* leaves, and *embracing* and filling the woodland.
  13. Narrate the circumstances that caused the separation of Evangeline and Gabriel.
  - 14-15. Write an essay of at least 100 words on one of the following topics, paying special attention to spelling, capitalization, punctuation, grammatical construction, proper use of words and sentence structure [Essays on subjects other than those assigned will not be accepted]: a) An eventful evening [Suppose yourself a visitor at Evangeline's home the evening the notary came; write your cousin an account of the evening]. b) Two Acadian children [Describe the early life of Evangeline and Gabriel].
- NOTE.—Pupils not familiar with *Evangeline* may write on one of the following:
- a) One day at recess. b) Kindness to animals.

#### Answers

CHARLES H. ANDROS, Troy Academy  
F. C. Barnes, Principal

2. e) If you do not want to give it to us.  
a) He speaks *well* for so young a man.
- f) He goes { *oftener*      *or*      *more often* } than I do.
- c) He is the { *farthest*      *or*      *furthest* } away from the village.
- d) These are the *children's* books.

3. 127 Second St., Troy, N. Y.  
June 21, 1901.

DEAR GEORGE:—

I have owed you a letter for more than a month, and I have often thought that I would sit down and write you; but, somehow, something always happens which turns my mind from that which I really ought to do. But now that I have got started in earnest, I want to tell you about my school work of the past year.

When school first opened, I said to myself, "This year I am going to drop everything else and put all my time on my lessons." During the first term, I held strictly to my resolve, and a very good mark was the reward of my endeavors. But during the second and third terms my ambition lagged, and I did more skating than studying and poor marks were the result of my laziness. But during the fourth and last term, I studied every day both within and without school, and often sat up until twelve or one o'clock examination week, preparing myself for the morrow, and the results have been very satisfactory.

My course of the past year included the following studies: (e)nglish, (a)lgebra, (f)rench, (p)hysics and (l)atin. At the beginning of the year, I also had ancient history, but with so many studies, I could do justice to none, and accordingly I dropped the (h)istory.

I think that I have answered the questions of your previous letter and have said a great deal more besides. It is now almost dinner time and I must close my epistle. Hoping to hear from you soon, I remain,

Your sincere friend,

C. H. ANDROS

5. b) Nothing but books and flowers *seems* to interest her. Nothing is taken as singular, therefore *seem* should be changed to *seems*, for a verb must agree with its subject in person and number, and nothing being the subject of *seems*, *seems* must agree with it in number and person. d) They are all going but you and *me*. But is here used as a preposition in the sense of except and therefore I, being the object of but, should be changed to *me*, for the object of a preposition is in the objective case. e) I have no objection to (his) going. f) This building is neither a chapel nor a school. Or should be changed to nor for or is used with either, as: either-or, and nor is used with neither, as: neither-nor. g) Did you say that the Rhine river *flows* through Germany? *Flowed* should be changed to *flows*, because, "that the Rhine flows through Germany is an unchangeable fact," and unchangeable facts should be represented by the present tense.

6. Infinitives.

Present. Perfect.

Active: To weave. Active: To have woven.  
Passive: To be woven. Passive: To have been woven.

Participles.

Active: Present, weaving; Past, woven;  
Compound, having woven.

Passive: Present, (am) woven; Past, (was) woven;  
Compound, (had been) woven.

8. a) Who did you say he is? b) That is the father of the boy who was killed. c) Which hat is yours? d) This is a thing which I ought to do. e) He studied that he might obtain fame in his profession.

10. The doe, hearing the savage brutes across the meadow, howling, reached the timber.

11. b) "To see that owl" is an infinitive, adverbial phrase of purpose and modifies "came," telling for what purpose the birds came. d) "to mistake them" is a noun phrase, nominative case, in apposition with "it." e) "of the hounds" is an adjective phrase and modifies "baying," denoting possession.

12. a) "Falling" tide means right after high tide, the water commences to go out to sea, leaving the water in the harbors shallower than at high tide. It means when the tide begins to recede immediately after high tide. b) "Freighted" vessels, means vessels loaded with freight or cargo, or loaded with anything. c) "Myriads" means uncountable hundreds, thousands or millions, so many that they cannot be counted. d) "Undulations" means slight wave-like motions. e) "Luminous" means light-giving, something that is visible either by its own light or by light reflected from another body.

14-15. Outline { Introduction.  
Discussion.  
Conclusion.

Essay, "Kindness to Animals," omitted.

Introduction { Friendship made by kindness not wasted.  
Some animals not sensible to kindness.  
Kindness is invincible.

Discussion { Anecdotes about animals that could be mentioned.  
Anecdotes concerning the elephant.

Concerning dog.

Fidelity

Some deeds of the dog.  
What kindness accomplishes here.

Kindness repaid.

Conclusion { Nothing lost by doing good deeds.  
Maxim.

## ARITHMETIC

*Answer the first five questions and five of the others.*

### Questions.

- Define *five* of the following: concrete number, prime number, cancellation, commission, ratio, negotiable note, indorsement.
- Simplify  $\left(\frac{\frac{1}{2} - \frac{1}{3}}{\frac{1}{2} + \frac{1}{3} \times \frac{1}{2}}\right) + 7$
- Find the greatest common divisor and the least common multiple of 646 and 425.
- A rectangular plot of ground is surrounded by a walk 1 meter 7 decimeters wide; the dimensions of the plot, including the walk, are 37 meters 4 decimeters by 30 meters 4 decimeters. Find the area of the walk in square meters.
- Find the simple interest of \$620 at 4½% from September 27, 1900, to the present date.
- A merchant marks an article \$6, but selling it at a discount of 10% for cash, gains 20%; find the cost of the article.
- Find the cost, @ 16c. a square yard, of plastering the walls and ceiling of a room

- 18'×16' and 12' high, allowing 75 square feet for openings.
8. A merchant buys through an agent 640 yards of carpet @ 75c. a yard and pays 3% commission; the freight bill is \$2.80. What is the lowest price a yard at which the merchant can sell the carpet without loss?
  9. A person failing in business owes \$10,800 and has property worth \$7,200; what will a creditor receive whose claim is \$180?
  10. The distance around a circular park is 314.16 rods; find the area of the park.
  11. A man sold through a broker 176 shares of stock @ 96½, brokerage 1½%; what sum should the broker remit?
  12. A cylindric cistern 6 feet deep is 7 feet in diameter; how many gallons will it hold? [1 gallon = 231 cubic inches.]
  13. Find the square root of 129,2769.
  14. A four months note for \$584, without interest, is discounted at a bank at 5% on the day of its date; find the proceeds of the note.
  15. A block insured for \$7,500 at ¼% is destroyed by fire at the end of 8 years and the company pays  $\frac{1}{8}$  of the claim; what part of the insurance received is the total premium paid?

#### Answers.

MARY A. RAYER, Glens Falls High School  
A. J. Matthews, *Principal*

1. A concrete number is one that is applied to some object. A prime number is one that is not exactly divisible by any number but itself and one. Cancellation is a process of shortening division by rejecting equal factors from both numerator and denominator. Commission is a sum of money allowed an agent for buying and selling goods. Ratio is the relation one number bears to another.

2.  $\frac{1}{8}$ .
3. 17 G. C. D. 16,150 L. C. M.
4. 218.96 D. M.
5. \$12,380.5.
6. \$4.50.
7. \$18.29½.
10. 7854 rds.
12. 1727.3088 gal.
13. 11.37.

#### LATIN—FIRST YEAR

Answer 10 questions, including at least one translation into English and one translation into Latin. Each complete answer will receive 10 credits. Papers entitled to 75 or more credits will be accepted.

#### Questions.

1. Indicate the accent and the gender of each of the following: *filia*, *October*, *victoribus*, *corporum*, *fluminis*, *civitas*, *Tiberis* (the Tiber river), *regina*, *malus*, (apple-tree). Indicate the accent of *bellaque*.
2. Decline *senex*, *ager*, *caput* in the singular; *collis*, *cornu* in the plural.
3. Translate into English: *Postero die Helvetii castra ex eo loco moverunt. Idem Caesar fecit, equitesque videre quam in partem hostes iter faciant iussit. Cum Romani hostes tria milia passuum secuti essent proelium cum eis commiserunt; et pauci de nostris ceciderunt.*  
*cado* = fall.

4. Give the reason for the case of *die*, *idem*, *milia*; for the mode of *videre*, *secuti essent*.
5. Translate into Latin: a) The cavalry had fought in that place. b) If the Helvetians move from their camp the enemy will do the same. c) Have not the Romans marched ten miles? d) Caesar says that a few of his men fell. e) The cavalry will follow the enemy to the river.
6. Write the second person singular of each of the tenses of the indicative and subjunctive of *malo*.
7. Translate into English: *Athenienses bellum hostibus indixerunt. Ad hoc bellum gerendum Alcibiades dux delectus est atque duo collegae ei *dati sunt*. Priusquam classis exiret, omnes Hermae qui erant Athenis una nocte deiecti sunt.*  
*indico* = declare, *deligo* = choose, *collega* = colleague, *Hermae* = statues of Mercury, *deicio* = throw down.
8. Conjugate *exiret* in the imperfect indicative active, in the present subjunctive active; *dati sunt* in the future indicative active, in pluperfect subjunctive passive.
9. Translate into Latin: a) This army must be sent to Rome. b) The town is defended by the bravest soldiers. c) So great were the forces of the enemy that the Athenians left the place. d) Hannibal was a general of great skill. e) He is not able to remain in Rome.
10. Compare *audax*, *magnus*, *ingens*, *fortiter*, *bene*.
11. Write the principal parts of *capio*, *deleo*, *regno*, *venio*, *fero*.
12. Decline *acer* in the plural in all genders; *nulla nox* in the singular.
13. Write the active infinitives of *teneo*; all the participles (including gerundive) of *utor*.
14. Translate into English: *Hostes Regulum ducem, quem ceperant, Romam miserunt, ut a senatu pacem obtineret. Ille, cum venisset, dixit se non iam esse civem Romanum, et senatui persuasit ne pacem faceret. Cum ad Africam rediit summa crudelitate interfactus est.*  
*Regulus* = Regulus, *obtineo* = obtain, *crudelitas* = cruelty.
15. From the Latin passage in question 14, select a) an accusative subject of an infinitive. b) an accusative of limit of motion, c) a noun in apposition, d) a subjunctive of purpose, e) an ablative of manner.

#### Answers.

H. D. Bartlett, *Principal*  
ROSE PENNY, Holley High School.

1. *fi-le-a*, fem.; *Oc-tó-ber*, mas.; *vic-tó-ri-bus*, mas.; *cor-po-rum*, neu.; *flú-me-nis*, neu.; *ci-vi-tas*, fem.; *Ti-be-ris*, mas.; *re-gi-na*, fem.; *má-lus*, fem.; *bel-lá-que*.
2. See Latin grammar.
14. The enemy sent Regulus, a leader (whom they held) to Rome to obtain peace from the senate. When he had come he said that he was no longer a Roman citizen, and he persuaded the senate not to make peace. When he returned to Africa he was put to death with the greatest cruelty.
6. See Latin grammar.
8. See Latin grammar.
10. See Latin grammar.

11. Capi, capere, cepi, captus; deleo delere, delui(delevi), \_\_\_\_\_(deletus); regno, regnare, regnavi, regnatus; venis, venire, veni, ventus; fero, ferre, tuli, latus.

	Plural.		
	Mas.	Fem.	Neu.
Nom. and V.	acres.	acres.	acria.
Gen.	acrium.	acrium.	acrium.
Dat. and Abl.	acribus.	acribus.	acribus.
Acc.	acres.	acres.	acria.

## Singular.

Nom. and V.	nulla nox.
Gen.	nullius noctis.
Dat. and Abl.	nulli nocti.
Acc.	nullam noctem.
Abl.	nulla nocte.

15. a) se; b) Romam; c) ducem; d) ut obtineret; e) crudelitate.

5. Equitatus in illo loco pugnaverat.  
Si Helvetii suis ex castris (movebunt) moveriut hostes (idem) istud facient.  
Nonne Romani decem milia passuum (iverunt)?  
Caesar dicit pauces (paucitatem) suorum hominem (cecidisse) cecides.  
Equitatus hostes ad flumen sequetur.

## ELEMENTARY UNITED STATES HISTORY AND CIVICS

## Questions

- Describe two trade routes between Europe and Asia in the 15th century and show why other routes were sought.
- What portions of New York were inhabited by Algonquins? Show the attitude of the Algonquins in New York and New Jersey toward a) the Iroquois, b) the early Dutch settlers.
- Describe Raleigh's attempts to settle Virginia and state a) the immediate results, b) a remote result.
- Write on one of the following: a) effects of the French and Indian wars on the colonies, b) important events in Governor Dongan's administration.
- Mention two colonial congresses that met prior to 1775 and state what was done by each.
- Give an account of the sufferings of New York in the revolution, covering a) battles fought in the state, b) hostile invasions, c) duration of the British occupation of New York city and vicinity.
- Mention and explain two difficulties encountered by the government of the United States from 1783 to 1789.
- Show the effect on the growth of slavery of a) the cultivation of tobacco, b) the ordinance of 1787, c) the growing of cotton.
- Write on one of the following: a) the battle of Lake Champlain (1814), b) the anti-rent troubles, c) the origin of the free-soil party.
- Give a brief account of the territorial gains made by the United States between 1812 and 1870.
- Mention three important naval engagements in the civil war and state a result of each.
- Give an account of one of the following: a) the Pacific railways, b) the battle of Manila bay, c) the formation of Greater New York.

13. Write biographic notes on five of the following: George Rogers Clark, De Witt Clinton, George Armstrong Custer, James Buchanan Eads, Robert Fulton, Alexander Hamilton, Elias Howe, George Gordon Meade.

14. Define or explain five of the following: census, copyright, counterfeiting, patent, privateer, treason, treaty, veto.
15. State in regard to the justices of the supreme court of the United States a) method of appointment, b) term of office. Who was the first chief justice?

## Answers.

LEON MARKS, Cape Vincent High School

Clarence A. Fetterly, Principal

1. One was by way of the Mediterranean and the Red sea. The other was by way of the Mediterranean sea, the Strait of Bosphorus and the Black sea. In the 15th century the Turks had seized the Strait of Bosphorus and would not let the ships of Genoa, who had the last mentioned route, pass through, so the people of Genoa tried to find another way to Africa. The king of Portugal also tried to find another route that he might go all the way by water to Asia.

3. The first expedition Raleigh sent out to settle Virginia amounted to nothing. The second one disappeared and no traces were found of them. One of the colonists had returned to England for a short time, but business kept him longer than he expected. The colonists had been told if they went away to put the name of the place where they went on a tree, and if in distress to put a cross over it. The colonist found the name Croatan, but no cross over it when he returned. a) It gave to England the potato and tobacco plant. b) The people never forgot Raleigh's attempts and it encouraged them to settle it later.

4. It made the colonists think that they did not need English soldiers to protect them. It encouraged emigration to the west. It stopped the French from attacking the colonies.

5. Albany convention met for defense against the French. Their plan was to unite, but the English said it was too democratic. The Stamp Act Congress met to get rid of the stamps; they finally got England to take them off their papers.

9. Mac Donough had a small fleet of gunboats on Lake Champlain. As the British fleet drew near a pet game cock of the Americans flew on one of the guns, flapped his wings and gave a cry of defiance, this encouraged the men and they fought so well that the British had to flee. This ended the invasion from Canada.

10. Bought Florida of Spain after the Seminole war. Got California, New Mexico and undisputed possession of Texas by the Mexican war. Got the Oregon territory by a treaty with England.

11. a) Battle between Monitor and Merrimac. If Merrimac had not been defeated she would have taken Washington, and then other nations would probably help the South. b) Battle of New Orleans got control of the Mississippi as far as Vicksburg. c) The sinking of the Alabama stopped the seizing of so many merchant ships.

12. Manila was protected by strong forts and a fleet of modern warships. Dewey's work was to enter the harbor, destroy the Spanish fleet and

silence the batteries. He crept nearly up to the Spanish fleet before they noticed him. Then they opened fire. In a short time the whole Spanish fleet had either sunk or were blazing wrecks. Dewey had not lost a man.

14. Copyright—a man gets the right to publish a book and no other man can publish it. Counterfeiting—making money without the knowledge of the government. Patent—the right to an invention that no other man can use. Treaty—a settlement between two nations. Veto—refusal of the president to sign a bill.

15. a) Appointed by president's advice and consent of senate. b) For life on good behavior.  
c) John Jay.

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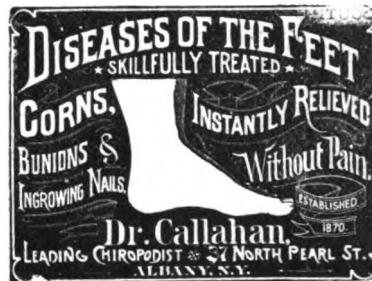
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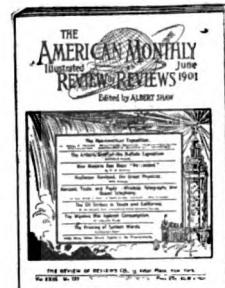
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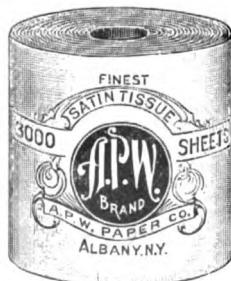
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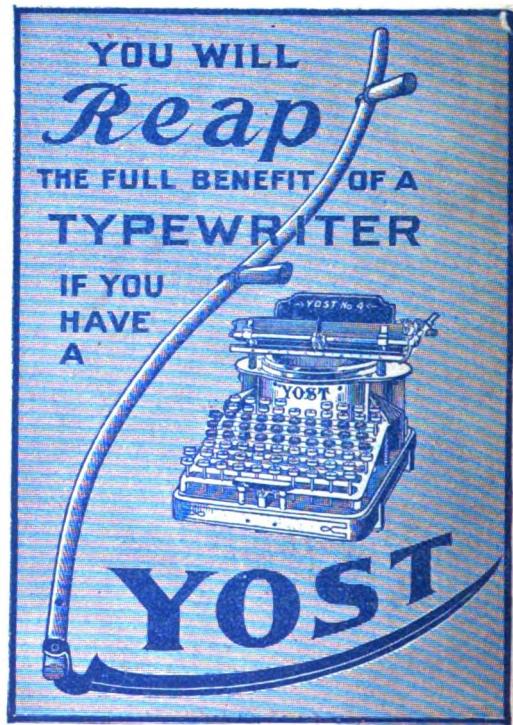
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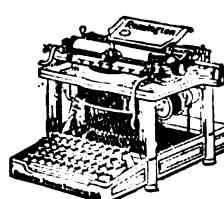
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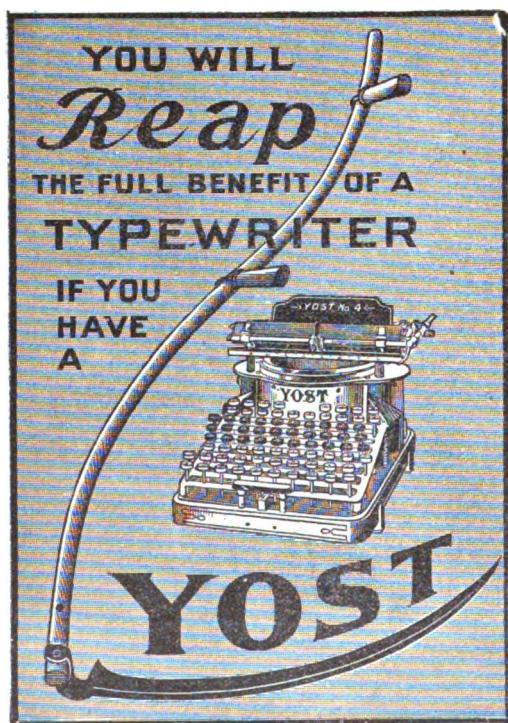


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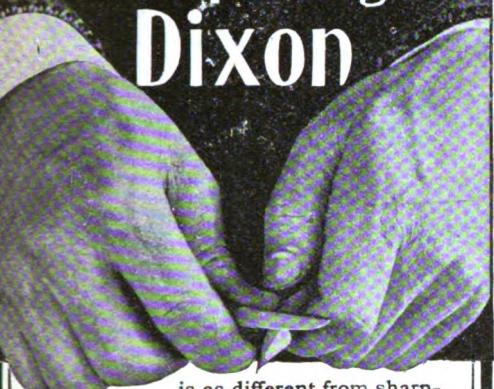
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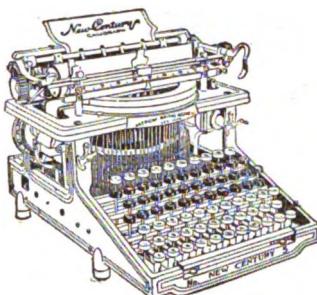


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# American Education

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VOL. V

NOVEMBER, 1901

No. 3

## SHOULD THE TEACHERS' QUOTA BE INCREASED?

COMR. E. B. WHITNEY, CHENANGO FORKS, N. Y.

THE last increase in the annual State appropriation for the support of common schools was made in 1890, when the amount was raised from \$3,250,000 to \$3,500,000. The year following, to meet this extra appropriation, the rate of tax levied for the support of common schools was increased from ninety-seven hundredths of a mill to one mill. But instead of making this a fixed rate so that State funds for common schools might increase with an increase of wealth, the State authorities have left the annual appropriation the same for the past ten years. Thus the increased expense during all these years has fallen entirely upon the local tax roll. This may seem a small matter, but statistics prove that it is not. In 1890 the entire annual cost of maintaining the schools of the State was \$17,392,471.61, while in 1900 the cost was \$33,421,491.37, an increase of over 90 per cent. Meanwhile the State has increased in wealth very rapidly. In 1890 the entire value of real estate and personal property was \$3,779,393,746, and in 1899 it was \$5,554,552,288, an increase in wealth of

nearly 50 per cent. in nine years. Thus it appears that while the State has grown rich during the past decade, she has not increased her appropriations for the common schools by a single dollar, and the tax payers of the districts have borne alone this additional cost of 90 per cent. for education. The State tax rate for the support of common schools decreased from one mill in 1891 to eighty-one hundredths of a mill in 1899.

Last year the State care of the insane cost \$5,544,891. Cannot our great Commonwealth afford as much for the education of her youth as for the support of her unfortunate insane?

More money is expended each year for funerals than for the support of schools.

Is "excelsior" the motto of a State whose expense for training her citizens in right living is exceeded by the cost of burial of her fallen children?

\$27,000,000 have been expended for a magnificent capitol building, and over \$60,000,000 for canals. Yet the Empire State taxes herself annually only \$3,500,000 for the support of common schools.

Hon. Charles R. Skinner, State Superin-



COMMISSIONER E. B. WHITNEY

tendent of Public Instruction, in his last annual report to the legislature points out the crying need of an increase in the State appropriation for the support of common schools.

The rate of one mill which was levied in 1891 should be restored, and a law passed fixing such rate for a term of years; so that the common school fund of the State shall increase directly in proportion to the increase in wealth. This action will add about \$2,000,000 to the annual appropriation for common schools, and lasting benefit must come from the proper distribution of such fund.

In the distribution the greatest good to the greatest number must be considered. Shall the State Superintendent then apportion according to population, or shall the legislature provide for the distribution of the greater part by adding \$50 to the teachers' quota? In case of distribution according to population the Greater New York will receive about 47 per cent. of the increase, and the other cities a large proportion of the remainder, leaving only a few dollars for each rural school; while if the quota is raised \$50, the metropolis will receive only 30 per cent., and the small country districts \$50 each.

At first thought the friends of New York City may contend that distribution should be made according to population, but after carefully weighing the matter they will agree that the quota should be raised.

The burden of school taxation has continued to rest more heavily upon the rural districts. During the past eleven years these districts have received less aid from the State with each succeeding year. Districts may be named in which the local school tax exceeds the entire town, county and State tax combined. On the other hand the metropolis is receiving a greater amount from the State each year. In proof of this assertion I submit the following facts: In 1900 New York City received from the

State school fund \$1,242,156.12, and in 1901 \$1,285,821.08, an increase in one year of \$43,664.96. The city of Albany received in 1901 \$2,587.29 less than in 1900. The two commissioner districts of Broome county received \$515.07 less this year than last. In fact the commissioner districts of all but six counties, and about three-fourths of the cities of the State show a decrease from 1900 to 1901. Is it not just that these conditions be so changed that New York City shall receive no larger proportion of the fund than in 1891?

These high local taxes in the rural districts are in no wise the result of extravagance on the part of school officers, but have come in spite of the most rigid economy. Trustees maintain school for only thirty-two weeks in the year; hire teachers at the lowest salaries possible; and expend very little for library, apparatus and such other equipment as helps to make school life attractive to the child. Our cities have forty weeks of school, pay good salaries to teachers, and expend liberal sums for modern equipment with no proportionate burden of local school tax. The contract system lifts the burden from a few districts, but this system can never reach the great majority of country schools.

The State owes equal educational advantages to all her children. Hon. Frank A. Hill, Secretary of the State Board of Education of Massachusetts, in his report for 1895, after mentioning the extremely liberal provision made by the State, gives the following statement on the question of the relations between State and local taxation: "These measures have all proved helpful to the small towns, materially reducing great inequalities of school burdens, and making it possible for them to improve their schools." Does not justice demand that these great inequalities of school burdens be materially reduced in our own State? :

Another question—Can the State, or even

the great cities of the State, afford to withhold the best possible school advantages from the country districts? Germany proclaims the truth that the best in education is none too good for her children. To be convinced that she has struck the keynote, it is only necessary to notice the strides in education and commerce that have attended her during the past twenty-five years.

David Starr Jordan says, "No race as a whole can be made up of degenerate sons of noble sires. Where decadence exists, the noble sires have perished, either through evil influences, as in the slums of great cities, or else through the movements of history or the growth of institutions. If a nation sends forth the best it breeds to destruction, the second best will take their places. The weak, the vicious, the unthrifty will propagate, and in default of better, will have the land to themselves. The survival of the unfittest is the primal cause of the downfall of nations. All great cities are destroyers of life. Scarcely one would hold its own in population or power were it not for the young men of the farms."

More than 75 per cent. of the leading men in cities are reared in the country. Without the vitality furnished by the infusion of country blood into the great arteries of the municipal systems, our cities would in a few generations meet the fate of the once glorious Rome and Athens.

Thus the great cities are sapping the life blood of the State. Every rural community has its deserted farms that a few years ago teemed with life, free and happy as only country life can be. This change for the worse has come in many instances on account of limited school advantages and unjust taxes in the rural districts. Parents, in order to educate their children, have moved to the city cherishing the memory of pleasant days spent on the farm. The sooner this condition is reversed, and the best blood is encouraged to remain among the hills, the better will it be for our commonwealth.

Emerson says "In the woods is perpetual youth." In other words the strongest and purest character is developed in most intimate relation with nature.

Can this State with her boasted wealth, the Empire State of the Union, withhold these few dollars from her country schools, when she knows that in so doing she is baring her breast to the poisoned arrow of ignorance and vice?

We do not ask for our youth the advantage of the city school. Rather give them a good library and a cheerful room in the little red school house by the brook, with the wooded hills for a playground, and a teacher with a soul that can inspire to an appreciation of the grand and the beautiful in nature and in man.

## HOW TO MAKE OBSERVATION VALUABLE IN THE TRAINING OF TEACHERS

SARA A. SAUNDERS, BROCKPORT NORMAL SCHOOL.

D R. BAILEY'S paper in a former number of AMERICAN EDUCATION on this subject, of which the present article is but a discussion, was summarized by him as follows:

Suggestions for making observation valuable are:

i. Observation in ordinary schools under ordinary conditions.

2. Proper supervision of observers.
  3. The employment of proper model teachers.
  4. A two years' course.
  5. The statement and attempted solution of problems before observation.
  6. The use of proper questions.
- That the observations be made in the ordinary public schools is hardly feasible.

These schools are rarely accessible to pupil-teachers other than those belonging to their own training classes. Another hindrance to using the public schools as observation fields lies in the fact that it is exceedingly difficult to manage such observation in a systematic, helpful way without leaving with the teachers observed a feeling that they and their work are being subjected to adverse criticism. The lesson observed must become the subject of conference between the pupil-teachers and their critic, otherwise but little is gained. It is quite impossible to hold such conference without touching concretely the work of the teacher. The ordinary teacher in the ordinary school, who does not claim to be a model teacher, becomes nervous and sensitive under such inspection, and, not being hired as a model teacher, feels that she need not submit to it. I have several times been told of such a condition as this existing in some of the public schools having training classes.

Another objection to the public school for observation has been pointed out by Inspector Maxon and quoted by Dr. Bailey; namely, that the work of many teachers in the public schools is not worthy of imitation, because of the carelessness of boards in selecting teachers or else because of the low salaries paid.

To entirely remove this objection would be to convert the public school into a model school, which means a great increase in expenses, because of the *skilled* labor that must be secured.

But suppose a model school is available for observation purposes, are there not objections to its use? One of these Dr. Bailey mentions when he states that the children in the model school, coming exclusively from wealthy or well-to-do families, do not offer the same conditions as the children from the general mass of the people, such as are usually found in the ordinary public school.

There is another reason why the practice-school, itself, rather than a model school,

should furnish opportunities for observation. If model teaching can be done by the critics, those who are directly in touch with the pupil-teachers, conditions are secured that conduce to growth in the pupil-teacher and improvement in the practice-school itself. Too often a critic who has held her position for some years, giving herself exclusively to critic work, lacks *recent* experience with little children and the actual requirements of the class-room. She has dwelt so exclusively in the realm of theory that she has lost sight of the real difficulties that confront this young girl, who is required to write plans for inspection and conduct classes under criticism. No more healthful tonic can be taken by such a critic than to teach a class or two, daily, herself.

Her sympathy will be more spontaneous, her demands less exacting, and her appreciation of improvement in the pupil-teacher more generous.

Improvement in the condition of the practice-school will follow, because the children will be better taught than when they are constantly in the hands of the inexperienced teacher.

The pupil-teacher grows more rapidly in ability, because she has an ideal to inspire and guide her.

Dr. Bailey calls attention to the necessity of careful supervision in this observation work, and this is of vital importance. Students must be taught how to observe teaching just as they are taught how to observe in the sciences or other fields. They must know what to look for and what it means when they have found it. An aimless watching of class work day after day will give very meager results for the time spent.

It is doubtful whether we can, in most of our schools for the training of teachers, add separate model schools, even if desirable, or increase the time given to purely professional work. We can, however, in many schools improve the efficiency of the critic work and add systematic and thoroughly supervised observation, thereby in-

creasing the effectiveness of the training provided. To this end the following is suggested for the normal schools:

1. Engage as critics only well-trained, experienced, and eminently successful teachers. True, this will increase the expenses of the school, because a teacher of this character cannot be secured for five or six hundred dollars.

2. Employ a larger critic force than is usually found in a normal school at present, so that no critic shall be so overburdened that she cannot give time to teaching and to self-improvement.

3. Require of each critic a certain amount of actual teaching daily, which shall furnish the material for observation by the pupil-teachers.

4. Assign observation work to each pupil-teacher, after she has studied psychology and general method, and while she is still studying other methods. In this observation work have her under the supervision of one of the grade critics, who shall guide her by means of questions and discussions, as recommended by Dr. Bailey. Ten weeks of such definite observation work, daily, will greatly aid the student in making a practical application of her theoretical studies in methods.

5. Directly following the observation, assign the pupil-teacher to practice under the critic with whom she had her observation. Their previous acquaintance will be of mutual benefit. The critic knows wherein this particular student needs help as to theory; she will have a chance to carry to greater perfection the training she has commenced. The responsibility of securing good results in actual practice from what has already been done in the observation work will stimulate the critic to her best efforts for this individual. In too many cases at present, the sole effort of the critics seems to be to discover which of the practicing class are good teachers and which poor. They are inclined to throw all responsibility upon the method teacher and

blame her if the pupil-teacher is not a finished product. They forget that the "art of teaching" is their own province and that it can be developed in the pupil-teacher by actual practice only.

6. If a pupil-teacher shows marked weakness in her practice, she should be returned to the observation work, either wholly or in connection with her practice.

Finally, the most difficult problem is the securing of competent and apt critics. Criticism is itself an art and needs in the one who undertakes it a special adaptation. Great teachers, such as Melanchthon and Mann and Arnold, are estimated by the quality of the men they have sent forth from their schools. So must it be with those who train our young men and women for successful teaching in our public schools. A critic needs a strong personality, illustrating by her own example what she would have her teachers-in-training become. She needs the power to inspire and guide to the development of latent talent, and to the securing of self-confidence on the part of the pupil teacher.

#### LET SOMETHING GOOD BE SAID

When over the fair fame of friend or foe  
The shadow of disgrace shall fall; instead  
Of words of blame, or proof of thus and so,  
Let something good be said.

Forget not that no fellow-being yet  
May fall so low but love may lift his head;  
Even the cheek of shame with tears is wet,  
If something good be said.

No generous heart may vainly turn aside  
In ways of sympathy; no soul so dead  
But may awaken strong and glorified,  
If something good be said.

And so I charge ye by the thorny crown,  
And by the cross on which the Saviour bled,  
And by your own soul's hope of fair renown,  
Let something good be said.

—James Whitcomb Riley.

PEOPLE speak fifty times as much as they write, and yet pronunciation has received much less attention than spelling.—Prof. William D. Whitney.

## School Men of the Hour

**SUPT. JOHN H. WALSH**

(For portrait see front cover)

THE Missouri School Journal takes the change in the occupancy of the presidential chair as an occasion to comment on the two prominent types of men engaged in school work and says: "There is a place in the social organization for those who lead strenuous lives, but it is not to plan great enterprises. The gentle McKinley type makes the best superintendent, the best principal, and I am not quite sure but that it makes the best teacher under most circumstances." Geike, the geographer, declares that *upheaval* has raised the rough block of marble, but *erosion* has carved that block into a graceful statue.

The point of all of which is, that it is the broad-minded, healthy, patient, kindly man who is needed to successfully carry on great plans. The Brooklyn Borough board doubtless had these considerations in mind in selecting a successor to the late superintendent of schools in that community. The new appointee, John H. Walsh, as the record of his career which follows makes plain, is college bred; has had the broadening which comes from legal training; has been fortunate in a practical experience of several years in class teaching as well as in supervising as a principal and has rounded out this work with more than a decade of service as assistant superintendent of schools in the Borough of Brooklyn. That his love of study did not cease with the acquirement of the collegiate or professional certificate is evidenced by his authorship of a series of text books which not only at the time, but even to-day are considered the work of a soundly progressive, educational man.

To these professional advantages Superintendent Walsh adds a naturally keen and wholesome mind. He has withal an

abundant fund of good humor and never-failing geniality. Our first meeting with him was at a council of the New York State City Superintendents. Meeting unacquainted at table, our first impression was that he was something of a "wag," but as the dinner neared its close he broke off from his raillery and repartee and in brief, concise, yet choicely expressed language explained his position on the topics which were being discussed in a manner combining a sound philosophy, practical experience and the keenest appreciation with educational work and warmest sympathy with children the material with which the work is carried on. So strongly were we impressed with the sagacity and strength of his views that we were glad when the time came to rise that opportunity might be given to learn the name of the gentleman who beneath such a wholesome *bonhomie* possessed such a grasp of educational problems and the ability to express his views so tersely and effectively.

Subsequent acquaintance but confirmed the impression then made by Supt. Walsh, as well as the more general one that has of recent years been making itself the more fixed in our minds, that in almost all cases men are called to lead in the various activities of life because they deserve to be.

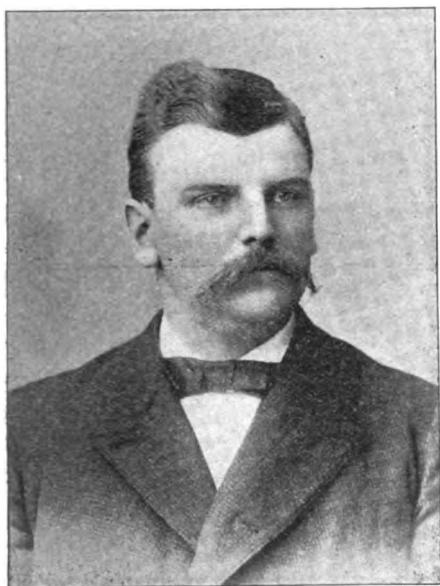
Supt. John H. Walsh was elected without any competition, all of the associate superintendents conceding his fitness and the propriety of his election. Mr. Walsh is elected for Supt. Ward's unexpired term (until February 1, 1904), and the salary is \$6,000 per annum.

John H. Walsh was born in Brooklyn May 17, 1853. He was graduated from Georgetown College in 1873, and then taught for a number of years in Loyola

College, Baltimore, St. Francis College, and Georgetown. He was graduated from Columbia law school in 1880, and began to teach in Brooklyn in the same year. In 1885 he was made principal of grammar school No. 27, and was promoted to be associate superintendent in 1889.

#### PRES. EDWIN F. McDONALD

**A**N organization that is doing incalculable good for that extensive interest represented by the expression "rural schools" is the New York State Association of School Commissioners and Superin-



PRES. EDWIN F. M'DONALD

tendents. That it has done and is doing so much is due to the energy and enthusiasm of a score of determined and progressive men in the different parts of the State. Their task is a more difficult one than that of most of the other State organizations, because of the fact that their membership secures their positions through political elections, and its *personnel* is almost continually changing. Nevertheless the results of their efforts are many, and the applica-

tion of these results, such as, for instance, seeing that the Compulsory Law is carried out, is effected by labors which involve physical discomfort and strain which would be seriously felt by many of us accustomed to having our work right before us, instead of seeking it out over hill and dale, in all sorts of weather, as do these district commissioners.

The sketch of any one of a score of the leaders in this organization would show that to a sturdy struggle for elementary education they have added a training at a normal school and oft-times a college education as well. These, with an experience from the district school up to the principaship of a town union school, give these men just the sort of preparation that makes them not only competent supervisors of what is being done, but vigorous advocates for a betterment of the conditions that exist.

In this great and none too attractive work the new president of the association, Commissioner Edwin F. McDonald, has for several years past been a prominent and active participant. To a stalwart physique, a well trained and virile mind, he adds an experience that enables him to cope with all the problems arising in his work and the disposition to accomplish something which ought to make his year of occupancy of the presidency of the association fruitful of marked improvement to the schools which the organization represents.

Edwin F. McDonald was born Oct. 22, 1862, in Parishville, St. Lawrence County, N. Y., and graduated from the Potsdam Normal School, classical course, in June, 1884. He was principal of the graded school at Spencertown, Columbia County, N. Y., from 1884 to 1886, principal of the high school at Norwood, St. Lawrence County, N. Y., from 1886 to 1896. During this time the school made marked improvement in many ways, being raised to a high school, the non-resident attendance increasing 200 per cent.

In 1896 he received the unanimous nomi-

nation of the Republican party for school commissioner in the third St. Lawrence district and was elected by about 3,000 majority. In 1899 he again received the unanimous nomination and was elected by about the same majority.

He has always taken an active part as a member of the State School Commissioners' Association, was for two years chairman of the legislative committee and did good work there.

In September, 1901, he was elected president of the State School Commissioners' Association.

In his work as commissioner for the past four years he has made the most inspections

of any school commissioner in the State, organized a lively district association, has exhibits each year at teachers' institutes and holds Saturday commissioners' institutes in each town in his district.

He is prominent in Masonic and Odd Fellow societies, and has given many addresses for these societies.

In 1897 he moved to Massena, N. Y., and purchased a half interest in the *Massena Observer*, a thriving weekly paper of Northern New York, but his whole time is practically given to the work of school commissioner.

In 1886 he married Emma A. Shields, of Potsdam, and has one son, Floy R.

## The Best to be Found

### Articles from Educational Journals Summarized

ALL service ranks the same with God—  
With God, whose puppets, best and worst,  
Are we; there is no last or first.

—Browning.

A GREAT source of error is fatigue.—  
*Dr. Edward B. Titchener in Experimental Psychology.*

"ALL my good is magnetic, and I educate not by lessons, but by going about my business."—Plato.

OUR psychology is new, but reason, memory and judgment are what they were when Plato thought and David dreamed.—Ex.

ANY coward can fight a battle when he's sure of winning; but give me the man who has the pluck to fight when he's sure of losing.—George Eliot.

If a man does not make new acquaintances as he advances through life, he will

soon find himself left alone. A man, sir, should keep his friendship in constant repair.—Johnson.

MAKE up your mind to be the best teacher in the county, but think the matter over carefully before you decide that you are.- A person is just beginning to get an education when he finds that he is deficient in many things.—Normal Instructor.

IF a pupil is to be excused from night study, he should also be excused from attending parties, balls, theaters and "such like" at night, and should be required to retire early, that his health be in no wise injured.—Missouri School Journal.

THE fellow who dwells within his little 8 by 10 creed can see the whole thing at a glance, but the man on the high hill of Truth realizes there is much that lies beyond the range of his vision and the power of his comprehension.—Michigan Moderator.

Not many are born teachers, more than are doctors, merchants, farmers or lawyers; and yet there are few of average mental powers who cannot, by well-directed effort in a proper spirit, make a success at teaching as well as in other employments.—*Normal Instructor.*

IT is all very well to preach freedom for the grade teacher, to respect her individuality, etc. But when in her freedom and unrestrained individuality she makes a school that is of no value if not an evil to the children, and a discredit to the city, must we not modify our theory a little?—*Supt. Cooley, Chicago, Ill.*

SUCH a work as that of W. T. Harris on "Psychologic Foundations of Education" is not for ordinary teachers. It is as completely beyond them as Kant's Critique or Hegel's Philosophy of Right, excellent of its kind, but demanding the trained faculties of the reflective honor graduate.—*Principal George M. Grant, Queen's University, Kingston, Ontario.*

THE teacher's personal appearance has much to do with her personal success in the school room and in the community. One should always be neatly, tastefully and appropriately clad. It is as bad to over-dress as to be careless of one's dress. There is an indescribable something called "presence" that is often more valuable and more helpful to the possessor than scholarship.

I WAS very glad to find that the absurd practice so common in English schools of constantly interrupting the reading lesson for exercises in oral spelling was everywhere discouraged in America. Spelling is a matter for the visual memory and for transcription, not for oral recitation. Pictures of words need to be seen and recognized, and the time is terribly wasted by the mere utterance of the letters that compose them.—*J. G. Fitch, Notes on American Schools.*

Now what does it all mean, and what is this center in every-day language? Just this: The center of population of a country is the center of gravity of the country, each person being assumed to have the same weight. This can perhaps be best understood by an example. If all the people in the western part of the United States were put on one side of a card, and all the people in the eastern part on the other, the point where the card would balance when placed on the finger would be the center required.—*Young America.*

JACOB ABBOTT, author of the Rollo books and much other useful and interesting, although old-fashioned, juvenile literature, lays down the following fundamental rules for teachers and parents:

"When you consent, consent cordially.  
"When you refuse, refuse finally.  
"When you punish, punish good-naturedly.  
"Commend often. Never scold."

Some bulky volumes on teaching contain less pedagogical wisdom. A very skillful and successful teacher attributes much of her success to a faithful observance of these four concise and simple rules.—*Exchange.*

DID you ever see how unsystematically some pupils search for a word in a dictionary? If you watch them carefully you will find that their only conception of the arrangement of words in alphabetical order is with reference to the initial letter. For example, if one is looking for the word *elation* you may find him going slowly down the column below *embellish*. He seems to think the word can be found anywhere in the list of those that begin with *e*. Such mistakes may easily be corrected by assigning to pupils occasionally the task of arranging on paper or on blackboard a list of words in true alphabetical order.—*Ohio Teacher.*

ALL through life we are forming and reforming judgments. It is impossible for us to see things in exactly the same relations from year to year. Our mental self is a coral work in which the living present rests upon a re-adjusted past. Thus it happens that the child's incorrect answer may not be a proof of stupidity or indolence, but of mental activity—of striving after truth. The "error" may be an imperfect answer, but, if we think about it, we may find that it reveals a new phase of truth. The youthful explorer may lead us by a new path. It is therefore worth our while to study the "strange" answers of our pupils.—*Ohio Teacher.*

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THE essential elements in securing good results in teaching writing in the common schools are:

1. Good material.
2. Good position.
3. A clear concept of the form of the characters used in writing.
4. Diligent and intelligent practice especially in movement exercises.
5. The skillful and inspiring direction of an earnest teacher.

In the presentation of the above, practical illustrations were given together with drill exercises. Many questions pertaining to the teaching of writing were taken up and a full and free discussion followed.—*School Education.*

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IN Detroit municipal funds are provided sufficient to pay the annuities of all retired teachers, so that the one per cent. of the teachers' salaries deducted is allowed to accumulate in the reserve fund. This is as it should be. It is too hard for teachers to try to carry their own annuities and gather a fund at the same time. It is practically impossible.

Teachers have no courage when they are paying one per cent. from small salaries

with an uncertainty as to whether there will be any income to pay their own annuities. In the case of Detroit they know that the annuities will be paid, for the city will pay until the fund is adequate. Detroit's example should be spoken of everywhere.—*N. E. Journal of Education.*

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THERE is much said about McKinley the gentle, and Roosevelt, the strenuous. There was undoubtedly vast difference in temperament of the two men. Indeed, they represent very large types of men who do things, or get things done. The McKinley type makes the best superintendent, the best principal, and I am not quite sure but it makes the best teacher under most circumstances. There is a place in the social organization for those who lead strenuous lives, but it is not to plan great enterprises. Note that leaders are expressing the hope that the great responsibilities of the high office may make Mr. Roosevelt more conservative. Is conservative the word? Yes, I believe it is.—*Missouri School Journal.*

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1. CHARACTERISTICS OF A GOOD RECITATION.—*a.* Clear and definite purpose. *b.* Interest on the part of both teacher and pupil. *c.* Thorough preparation. *d.* Sympathy. *e.* Reasonal brevity. *f.* Life and energy. *g.* Pleasure. *h.* Clear understanding of subject matter on the part of pupils.

2. CAUTIONS.—*a.* Killing time. *b.* Mere recitation. *c.* Too much discussion. *d.* Too much lecturing, especially in lower grades. *e.* Questions that suggest the answer. *f.* Scolding and bad humor. *g.* Drawling. *h.* Imitation. *i.* Sluggishness. *j.* Hurry.

3. RESULTS OF GOOD RECITATIONS.—*a.* Clear and distinct knowledge. *b.* Growing ease for study. *c.* Greater self-activity. *d.* Training in the art of study. *e.* Crude knowledge converted into mind. *f.* Increasing interest. *g.* Mental muscle.

HERE is the story of a school government in a nut-shell: Control the child's action through control of its will; control the will through control of its feelings (desires), the movers of the will. Since the motives to which the will has been habituated to respond in childhood and youth will be the ruling motives in the man or the woman, in school government appeal always to the highest motives it is possible to arouse, and do not be satisfied with such as you would not wish to see regal in the life of the future man or woman. School motives may be grouped into five classes, ranking in the order named, from lowest to highest, as follows: (1) Fear of punishment; (2) Hope of reward; (3) Desire to excel; (4) Desire for approbation; (5) Desire to do right. Only the last is worthy to rule in human conduct.—*Florida School Exponent.*

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No doubt the city teacher has some opportunities for improvement which are beyond the reach of the one who teaches a district school. The libraries and the privilege of frequent conference with those who are doing similar work are certainly helpful. But there is another point of view. The pupils who come to the country school have fewer distractions; the teacher has more independence and more opportunity to reach the individual with personal instruction. If there are not so many books at hand, nature is nearer and new volumes are opened every day. Did you ever think that the brook which flows near your lonely school-house offers you in its pebbly ripples, its deeper holes, and its windings, in its cuttings and deposits, in the minnows that sport in its waters and in the plants and trees that grow along its banks, a new lesson in primary geography for every day of the term?—*Educational Gazette.*

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No school is a good school that educates the children away from work. No boy should be taught that it is better or more

respectable to be a lawyer than to be a farmer. A good carpenter or blacksmith is as good and useful and respectable as a good doctor and infinitely better than a poor one. It is just as honorable to shoe a horse as it is to edit a paper. The banker is no whit better than the mechanic. Any honest calling is worthy the best efforts of an honest man. The humblest, most lowly calling can be dignified by following it worthily and efficiently. Every good school will help the children to see, understand and appreciate this fact. The school that does not do this much is not doing the most or the best for the children. The children in every school should be familiar with the spirit as well as the words of the beautiful story of "The Village Blacksmith." — *Missouri School Journal.*

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NEATNESS is one of the essentials of a good teacher. But by neatness is not meant that the teacher must cater to all the whims and fads in fashion. Neither does it mean that he or she must wear the most costly garments. It is a mistake to think that in order to be neatly dressed one must always have the latest things chronicled in the fashion journals. A person may be neatly dressed and yet wear an inexpensive garment. Some people do not look so, although clad in the richest of fabrics.

A cotton gown, if that is the best one you can afford, may be so made up with proper taste that it would make a girl look neatly dressed, and would not be a disgrace for the teacher to wear in the schoolroom. But it must be clean and the wearer must take as great care to keep it spotless as she would a more costly garment. At the present price of wearing apparel there is no excuse for a teacher not to be neatly dressed.—*Exchange.*

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AN interesting contribution to the much discussed subject of commercial education was made by Sir Joshua Fitch in a recent address before the Society of Arts in Lon-

don. He had asked a London banker of large business experience the question, "What are the qualifications you hold to be most important when you are seeking a new clerk for your bank?" The reply was simple and direct:

Next to a good character and reputable family associations, it is requisite that he should have had a good general education, that he should write well and have an intelligent acquaintance with arithmetic, and that he should *not* have learned book-keeping. In the office we have our own system of accounts, and we can teach him in a few days all that is distinctive in that system. He would be rather hindered than helped in acquiring this if he came to us with a formulated set of rules such as he would gain in the use of the school-book exercises. A sensible knowledge of the principles of arithmetic is of much more importance than the use of a number of book rules supposed to deal with practical business problems.

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THE teacher must go beyond the study of an individual; his temptation is to consider whether this Master John Smith before him knows how to perform certain

problems in arithmetic, can write neatly, can spell properly, knows the names of the main countries of the globe, etc. But this is not education; he must consider this pupil as a member of society; he must labor to fit him to enter on a higher plane of thought and of life than his father or mother occupied.

The coast of Norway and Sweden is steadily rising; so is the thought and life of mankind. The teacher should be a force carrying them upward. Those who merely cram knowledge into their pupils' memories will continue to be with us some time longer until their places can be filled with trained teachers; they remind one of the house-keeper at work on putting up preserves in Mason jars. The number of such teachers is steadily diminishing. People can no longer afford to support them at public expense. The teacher who has not yet entered upon a serious study of education had better begin at it soon. He must at least try to get a right view of his office and pass from the stage of lesson hearing to the desire to lift his pupil into higher regions of thought. Let him get out of his narrow treadmill and lead his pupil to the living waters.—*Teachers' Institute.*



THE STRONG MEN KNELT IN ADORATION

From "Discoveries of the Old Northwest."

Courtesy of the American Book Company.

# For the School Room

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## NATURE STUDY COURSE

USED IN ALBANY TEACHERS' TRAINING SCHOOL.

ARRANGED BY ASST. PRIN. HARRIET E. VAN BUREN.

**T**HIS arrangement has not been given in detail for the months that greater freedom of subject and treatment may be allowed each teacher. Elementary science work is omitted after the fourth year, being carried on in connection with the geography. The nature work is made the basis of the daily morning talks at the beginning of the school day in all the grades.

### FIRST GRADE.

#### FALL.

Work of Flowers—Golden-rod, Aster.  
Insect Study—House-fly, Crickets.  
Distribution of Seeds.  
Formation of Seed from Flower.  
Falling of Leaves.  
Study of Oak-tree.  
Animal Preparation for Winter.  
Migration of Birds.  
Care of Buds.  
Study of Squirrel and Rabbit.  
Study of Fruits.  
Pumpkin, Squash.  
Chestnuts and other nuts.  
Talks on Weather—Sun, Clouds, Weather Chart.

#### WINTER.

Effects of Frost.  
 a. on animal life.  
 b. on garden soil.  
 c. on water. Ice, snow.  
Ice Cutting.  
Esquimaux.  
Winter Bird Study—English Sparrow.  
Study Pine Tree.  
 shape, needles, odor of broken needles,  
 cones, seed.  
Study of the Cow.

- a. characteristics.
- b. use to man.
- c. simple study of milk.
- d. butter and cheese.

#### Study the Sheep.

- a. characteristics.
- b. use to man.
- c. clothing.
- d. compare with cow.

#### SPRING.

Bird Study—Robin, Bluebird, Humming Bird.  
Sugar Maple.  
Study of the Duck.  
 a. use of feet in swimming and walking.  
 b. form of body.  
 c. use of wings.  
 d. eating, food, bill.  
 e. covering.  
 f. process of oiling body.  
Study of Chicken.  
Development of Buds.  
Germination.  
Study of two or three spring flowers.

### SECOND GRADE.

#### FALL.

Work of Flowers.  
Sunflower, Wild Carrot.  
Insect Study.  
Butterflies, Crickets, Katydids.  
Elm and Maple Trees Compared.  
Talks on Weather.  
Falling of Leaves.  
Study the Snail.  
 a. habits.  
 b. parts and their use.  
 c. shell and its formation of lime.  
Distribution of Seeds.

Care of Buds.  
 Study of Fruit.  
 Apple.  
 a. form and color of different kinds.  
 b. internal appearance.  
 c. seed.  
 d. packing for market.  
 e. preparation of dried apples.

## Weather Chart.

## WINTER.

## Effect of Frost.

- a. on life.
- b. on soil.
- c. on water.
- d. on rocks.

## How Rocks Break Apart.

## Water—Snow—Ice.

## Protection of Snow to Plants and Animals.

## Study of the Spruce Tree.

## Review Pine Tree.

## Study the Horse.

## Study the Squirrel.

## Winter Bird—Chick-a-dee.

## Limestone—Sandstone.

## SPRING.

Bird Study—Song Sparrow, Bob White,  
Woodpecker.

## Trees in Spring.

## Comparative Study of Elm Tree and Maple.

- a. sketches of general form.
- b. difference in buds.
- c. when leaf buds appear.
- d. when flower buds.
- e. examine flowers of both trees.

## Study Sugar Maple.

## Germination.

## Development of Buds.

## Bees.

## Chicken.

## Study of two or three spring flowers.

## THIRD GRADE.

## FALL.

Work of Flowers—Nasturtium, Thistle.  
 Insect Study—Grasshopper.  
 Study of Corn.

Study of Horse Chestnut Tree.  
 Compare with Maple, Elm, Oak.  
 Care of Trees and Forests.  
 Falling of Leaves.  
 Leaf Study.  
 Study of Fruits and Vegetables.  
 Study the Turkey.  
 Distribution of Seeds.  
 Migration of Birds.  
 Clouds studied and named.  
 Talks on the Weather.  
 Weather Chart.

## WINTER.

## Effect of Frost.

- a. on life.
- b. on rocks.
- c. on water.

## Study the Hemlock Tree.

## Review Pine Tree, Spruce Tree.

## Forms of Water.

## Fog, Dew, Vapor, Rain, Snow.

## Study of the Stars.

## The Cat Family.

## Fish and how they live.

## Winter Bird—Blue Jay.

## Lumbering.

## Limestone—Sandstone—Granite.

## SPRING.

## Bird Study—Kingfisher, Bobolink, Baltimore Oriole.

## Maple Sugar Tree and Maple Sugar.

## Work of Water.

## Soil—how formed.

## Bees and Wasps.

## Study two or three spring flowers.

## Germination.

## Cocoons.

## Fruit Tree Buds.

## Ants.

## Frogs and Toads.

## FOURTH GRADE.

## FALL.

Work of Flowers—Butter and Eggs, Chicory.  
 Insect Study—Cicada, Monarch Butterfly.

Study of the Grains.  
 General Appearance of Trees.  
 Falling of Leaves.  
 Leaf Study.  
 Clouds Studied and Named.  
 Stars and Planets.  
 Distribution of Seeds.  
 Life History of the Beaver.  
 Cotton Plant.  
 Use of Thermometer.  
 Talks on Weather.  
 Weather Chart.

## WINTER.

Study of the Silkworm.  
 Sun and Moon Compared.  
 Winter Bird—Hawk.  
 Limestone—Sandstone—Granite.  
 Study Cedar Tree.  
 Review Pine Tree, Spruce, Hemlock.  
 The Dog Family.  
 Iron and Steel.

## SPRING.

Bird Study—Wood Thrush, Grossbeak,  
 Goldfinch.  
 Disintegration of Rocks.  
 Formation of Soil.  
 Work of Water.  
 How Mica—Feldspar—Quartz are in the  
 soil; in what form; use of each to the  
 soil.

Germination.  
 Study of Buds.  
 Life History of Earthworm.  
 Study of the Turtle.  
 Study two or three spring flowers.

## FIFTH GRADE.

## FALL.

Adaptation of stem to environment.  
 Morning Glory—Sweet Peas.  
 Insect Study—Spiders.  
 Nut Trees and Nuts.  
 Chestnut Weevil.  
 Study of Ferns.  
 Common Weeds—Jimson Weed, Thistle.  
 Distribution of Seeds.  
 Animal Preparation for Winter.

Bears.  
 Talks on Weather.  
 Weather Chart.

## WINTER.

Study of the Balsam Fir.  
 Review Pine, Spruce, Hemlock, Cedar.  
 Life History of Clam and Oyster.  
 Starfish—Corals.  
 Graphite—Salt.  
 Winter Bird—Screech Owl.  
 Study of Wood-Knots.  
 Quartz—Mica—Feldspar in Rocks.  
 Common Minerals.  
 Their occurrence, formation, properties,  
 manufacture, use.

## SPRING.

Bird Study—Summer Yellow Bird, Red-  
 winged Blackbird, Cardinal.  
 Germination.  
 Tent Caterpillar.  
 Mosquitoes.  
 Lessons on Spices.  
 Moths and Butterflies.  
 Development of Buds.  
 Tussock Moth.  
 Coffee.  
 Study two or three spring flowers.

## SIXTH GRADE.

## FALL.

Seedforming.  
 How Insects Live.  
 Potato Plant—Potato Beetle.  
 Galls, Plant Lice.  
 Life History of Muskrat.  
 Leaves and their Functions.  
 Protection and Scattering of Seed.  
 Common Weeds.  
 Bulbs and Fleshy Roots.  
 Plant Societies.  
 Study of Hickory.  
 Animal Preparation for Winter.  
 Talks on Weather.  
 Weather Chart.

## WINTER.

Study Different Pines.  
 Review Spruce, Hemlock, Cedar, Balsam.

Crab, Lobster, Crayfish.  
Sponges.  
Coal and its Formation.  
Bird Study—Eagle.  
Building Stones.  
Study of Minerals.  
Copper, Lead, Tin.

## SPRING.

Bird Study—Meadow Lark, House Wren,  
Barn Swallow.  
Germination.  
Development of Buds.  
Struggle for Existence in Trees.  
Fossils.  
Butterflies and Moths.  
Cynthia Moth.  
Compare Typical Birds.  
Scratchers, Swimmers, Perchers, Waders,  
Climbers.  
Study two or three spring flowers.

## OUTLINE ON THANKSGIVING DAY

THE following outline may be divided into several sections and assigned to different pupils for a series of compositions, or it may be abridged and used for one composition:

- 1<sup>a</sup> In New England.
- 1<sup>b</sup> First Thanksgiving Day.
- 1<sup>c</sup> Time.—November, 1621.
- 2<sup>a</sup> Duration.—A week, not a day.
- 3<sup>a</sup> Purpose.
- 4<sup>a</sup> By whom and how celebrated.
- 5<sup>a</sup> Nature of the observance.—No special religious service; a week of feasting and not of fasting; a week of recreation, etc.
- 2<sup>b</sup> Subsequent observance of the day.—Not at stated periods, but as occasional feast days in acknowledgement of some blessing.
- 1<sup>d</sup> In 1623, because of a plentiful rainfall after a long drouth.
- 2<sup>b</sup> In 1631, in Massachusetts Bay Colony, because of the arrival of a vessel with provisions after sore need.
- 3<sup>b</sup> In 1644, in Massachusetts Bay Colony, because of a victory over the Indians.
- 4<sup>b</sup> In 1645, in Massachusetts Bay Colony, because of conclusion of peace with Indians.
- 5<sup>b</sup> Other occasional Thanksgiving Days.
- 2<sup>c</sup> As a National Holiday.
- 1<sup>d</sup> Peculiarly American as at present observed.
- 2<sup>d</sup> Idea originated with the Hebrews. (Deut. 16:13-15; Levit. 34:44; Exodus 23:16).
- 3<sup>c</sup> With the Greeks, the Feast of Demeter, or Ceres, the god of agriculture.
- 4<sup>c</sup> The Harvest Festival (Cerealia) held by the Romans.
- 5<sup>c</sup> England's Harvest Home.—A service of Thanksgiving at harvest time, in the month of September, observed in the Church of England and in the Protestant Episcopal Church in the United States.
- 6<sup>a</sup> On special proclamations in England.
- 7<sup>a</sup> In the United States, prior to its regular establishment as a periodical holiday.
- 1<sup>e</sup> By proclamations of Continental Congress.—First, July 20, 1775; Second, May 17, 1776; Third, April 22, 1778; Fourth, May 6, 1779; Fifth, April 6, 1780; Sixth, May 3, 1781; Seventh, April 25, 1782. Let the pupil find out why each of these days was thus set apart.
- 2<sup>e</sup> By Washington, at the head of the Continental Army.—Dec. 18, 1777, and May 7, 1778. Let the student find out why these dates were chosen.
- 3<sup>e</sup> By Washington as President.
- 1<sup>f</sup> Thursday, Nov. 26, 1789, as a day for general Thanksgiving throughout the nation.
- 2<sup>f</sup> Thursday, Feb. 19, 1795. (Why were these dates chosen?)
- 4<sup>f</sup> By Presidents from Washington to Lincoln.—Occasional days were set apart, but they did not occur at stated times or seasons, nor did they occur

every year. Let the pupil find out why this was the case, and the dates of some of these Thanksgivings.

**8<sup>2</sup>** As a stated National Holiday.

**1<sup>2</sup>** First one.—Really did not belong to this class, but was the forerunner of the custom that fixed the day.

**1<sup>4</sup>** Date.—August 6, 1863, set in the proclamation of President Lincoln dated July 15, 1863.

**2<sup>4</sup>** Purpose.—Thanksgiving for the Union victories at Gettysburg and Vicksburg. In Congress it was looked upon as a party measure.

**3<sup>4</sup>** How celebrated.—Religious services held throughout the north, during which prayers were offered for the President and for the preservation of the Nation.

**4<sup>4</sup>** How the idea was received.

**2<sup>8</sup>** Second one.—In the year 1864. Let the pupil find date and occasion.

**3<sup>8</sup>** Third one.—April 14, 1865. Memorable for being the day of President Lincoln's assassination. What was the occasion of this Thanksgiving?

**4<sup>8</sup>** The custom established.

**1<sup>4</sup>** Each succeeding president has followed the custom established by Lincoln. For many years the President's Proclamation was looked upon simply as a recommendation, and many states did not set apart the day; now all states in the Union observe the same day.

**2<sup>4</sup>** Regular date.—Always the last Thursday of November. Why was Thursday chosen as the day of the week?

**3<sup>1</sup>** An original Thanksgiving Story.

(This outline may be divided into three parts for composition work: 1<sup>1</sup> "In New England," would make a good subject; 2<sup>1</sup> "As a National Holiday," would make another; and 3<sup>1</sup> "An Original Thanksgiving Story," would do for a third.)—Henry G. Williams in "*Ohio Teacher*."

**PUBLIC SCHOOL VOCAL MUSIC  
TEACHING.**

PROF. EDWARD FUTTERER,  
DIRECTOR OF MUSIC, ALBANY, N. Y.

**LESSON I.**

In teaching vocal music to children three things are to be considered—breathing, proper opening of the mouth, and quality of tone.

The proper opening of the mouth is one of the chief conditions of freedom of vocal utterance. For the proper utterance of the vowel ä open mouth to the width of two fingers, for the vowel e, one finger.

**REPRODUCING TONES.**

The teacher should ask the pupils to listen while she sounds the pitch of G, using pitch pipe.

"Now children, let me hear you hum that sound, after which have them sing ä to same pitch G. Then vary the pitch, viz., F, A flat, A, B, C. This can be done very easily with Congdon's chromatic pitch pipe.

**VOWEL PRACTICE.**

The teacher should place the different vowels on the blackboard as follows:

ä	ä	ä	ä	ä	— prolonged
&	&	&	&	&	“
œ	œ	œ	œ	œ	“

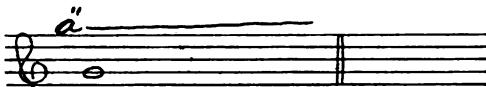
The children in singing the vowel exercises should be reminded of the strong and weak beats. In doing this, Rhythm is being developed.

**BREATHING.**

Breathing exercises should be taught. The practice of these exercises strengthens and expands the lungs and should precede all singing lessons.

Pupils should stand erect, shoulders thrown back, the arms hanging loosely. Teacher counts 1, 2, 3, while the pupil raises both arms slowly until even with the shoulders, then lowering the same as teacher counts 3, 2, 1, after which the exer-

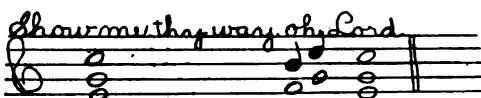
cises can be repeated by chanting on pitch G little sentences of three or four words or vowels as



Hear the Birds.  
I can sing.  
Come with me.  
School is out.

The teacher may call upon pupils for little sentences.

**NOTE.**—The pupil should inhale while raising the arms and chant while the arms are being lowered. In grammar grades these exercises can be carried out in two or three parts, viz.:



Words by BLANCHE ELDREGE.

(To follow conclusion of article.)

Music by ANNA C. PUTTERER

- Little Soldiers  
March

Shoulders straight and toes turn'd out,  
That's the way we march about;  
Left, right, left, right, don't you see?  
Marching on so gallantly.

And if to the war we go,  
How to march and fight we'll know;  
Left, right, left, right, don't you see?  
Marching on so gallantly.

Then with ä, o, oo, coo.  
 Also the names, 1, 2, 3, 4, 5, 6, 7, 8—8, 7,  
 6, 5, 4, 3, 2, 1,  
 Pitches C, d, e, f, g, a, b, c.—C, b, a, g, f,  
 e, d, c.

The tempo should be varied continually, first slowly, fast, more quickly, etc.

#### To TEACH ROTE SONGS.

The teacher should sing the whole song, then again by phrases, words and music together.

Pupils will imitate each phrase as it is sung by the teacher.

The usual tendency of children is to sing too loud.

Select songs with a moderately quick tempo and insist that all songs should be sung with a delicate but good quality of tone. The range of these songs should be about from D first space below the line to F fifth line.

### FIRST YEAR READING LESSONS GIVEN AT ALBANY TEACHERS' TRAINING SCHOOL.

#### TO TEACH A NAME WORD.

JOHANNA R. LAUT

THE aim of this lesson is to teach "an apple."

As a preparation drill on the words previously taught and occurring in the new sentence to be read.

For material have an apple concealed in a big bag.

To arouse children's interest, give an opportunity to guess what is in the bag. If no child guesses correctly, describe it. E. g. It is round somewhat like a sphere, has rosy cheeks, is good to eat, etc. Have children talk about it, describing it as to color, shape, covering, uses, etc.

Give a child the apple and have him tell what he has. Write the given story on the board, writing the new word in colored chalk and joining it thus—an apple. Have

several children read the story and pick out the new word, telling what it says.

Give the apple to another boy and have some child tell what he has. In like manner, get the stories. He has an apple. She has an apple. You have an apple. Write these stories when given on the board, being sure to write "an\_apple" thus joined and in colored chalk. Have stories read by several pupils.

Begin a conversation about your dog, Jack, by means of which get such sentences as follows, e. g. Ask why Jack begs and get from children, "He wants an apple." Ask why he wants an apple and get from children, "He likes an apple," etc.

Let the teacher then write several of her own stories on the board, having them carefully studied and then read. After all the stories are written, have each one studied by every child and read by one selected to do so.

Have several find the new word as often as possible. Write "an apple" on board and ask what it says. Then erase "an" and ask what "apple" says. Rewrite "an" and get "an apple" from pupils. Then erase "apple" and ask what "an" says. Repeat this once or twice and then have children tell what the part pointed to says. Write columns of words ("an" and "apple" occurring most often) and have children give word pointed to. Write "an apple" on board and have children observe carefully. Then write it and have children write it with you in the air several times. Finally have children pass to the board and write it.

#### TO TEACH AN ACTION WORD.

GRACE G. PARSONS

#### To TEACH "HAVE."

#### I. PREPARATION.

Having prepared a number of short sentences containing words previously taught and the new word "have," give a brief and rapid drill on the review words.

## II. DEVELOPMENT AND ASSOCIATION.

Arouse the children's interest by telling them you are going to give them each a little paper with a word on it and you will ask each one pretty soon what he has.

Then question:

"What have you, John?"

"I have an apple."

"What have you, Ethel?"

"I have an egg."

And so on writing the six or eight sentences thus obtained on the board.

Have some child point out the words saying "have."

By using colored chalk for the new words in the first two or three sentences, the children's attention is attracted to the new word. After that the white chalk compels them to recognize it from form.

Show them that there is another way of writing "have," using the capital. Ask some one to point out the difference between them.

Then write six or eight sentences containing "Have."

## III. DRILL.

After the sentences have all been read again, have two or three children find all the words saying "have." Then, in order, erase each sentence save the word "have" and ask what word is left.

Erase this word and write "have" alone.

Ask the children to write it in the air; then on the blackboard.

In having the sentences read from the board, place a pointer or long ruler just beneath the whole of the sentence to be read that it may be read as a sentence whole and not word by word.

### TO TEACH AN IDIOM

ELLA M. HAYES

As a preparation the following words are written on board and recited by pupils—fruit, milk, apple, egg, like, to, eat, sphere, good, for, bread and me, which they have

had already. Teacher, holding an apple concealed from class, says: "I have something in my hand that is good to eat and I want you all to guess what it is." A child answers "It is an egg." The teacher writes that sentence on the board and calls upon another pupil to read it. Thus the children answer: "It is bread," "It is fruit," "It is an apple," etc. Each sentence is written and read in the same manner as the first.

The teacher then shows the apple to the class and asks "Who can point out the story telling what it is?" A pupil volunteers to do so. "Who can tell me something about the apple?" One answers "It is like a ball." Another "It is good to eat," "It is for you," etc. Teacher writes each sentence as it is given her and calls upon different pupils to read. "Who will tell me what words you can find in every story." James answers "It is." Teacher then writes other sentences containing "It is" and calls upon pupils to read until every one shall have read. The teacher then writes "It is" with crayons of different colors and alternating with other known words and calls upon some pupil to point out "It is" every place it occurs. Then "It" alone is pointed out and "is" is treated in like manner. The teacher then writes "It" on board, while the pupils trace the word in the air with the finger. The word is then erased and written on the board from memory by different pupils. "Is" is written in the same way. Finally the idiom "It is" is written.

## A SAND TABLE

BELLE TRAVIS

A SAND table in a primary room can be very profitably used. If it is used just as a means of amusing the child, letting him play with no aim whatsoever, it is worse than useless. This year we have made our sand table a means by which we give life to certain phases of our school work.

In September the children came back from their vacation many of them having

been on a farm. Of the number, not a few had been to Grandpa's farm. Our sand table was immediately converted into a miniature farm. The farmhouse, barn and out-buildings were made by the children from cardboard. Simple furniture was made for the house. Animals, fowls, farming implements and certain household necessities such as brooms, cooking utensils, etc., were molded from clay or cut from paper. Best of all in the eyes of the children small dolls were dressed to represent the farmer's family. We planted fields of grain. We discussed the farmer's method of planting, the cultivation and the final harvesting of his crops. The city's dependence upon the farmer and his dependence upon the city brought in a study of commerce. And I think a respect for honest toil was kindled in the minds of the children.

Too quickly September and October passed and November, the Thanksgiving month, was ushered in. The children were fully prepared for the harvest thoughts. A great transformation was soon taking place on the sand table. At one end we beheld the Atlantic ocean, made by cutting plain blue ingrain wall paper to fit the table. As we neared the shore we saw Plymouth Rock and near by, the Mayflower. As we landed we found ourselves in Plymouth. The houses were made from manila paper and painted to represent logs. A short distance away we found an Indian village. The wigwams were also made from manila paper and painted to represent birch bark. Through the opening in the top projected the ends of twigs, which pasted to the inside of the wigwam with the lower end extending into the sand, prevented the wigwam from being displaced. The tripod was made of twigs and kettles were molded from clay. There were the stones for crushing corn and back of the wigwam a thriving pine forest. The farmer's family was also transformed. Some of them became demure Puritans representing the prominent people of the colony and others by the aid

of chamois skin, red flannel, feathers and paint were the fiercest of Indian warriors. The study of primitive life was entered into with a zest that I had never before experienced. During the Christmas month our sand table became a pine forest. In our "play walks" through it we became familiar with the common varieties of the pine family, its uses; the one most appreciated by the children being the use as a Christmas tree. The children were very desirous of knowing and bringing in a twig from a new variety of pine to plant in the forest.

With the cold, snow month of January came the study of the Eskimos. Our sand table now carried us away to the Northland. The igloo was made of clay molded into blocks to represent ice-blocks. Snow was represented by cotton-batting. Bone sledges were made and the dolls were dressed in the Eskimo fashion.

In February we built Lincoln's log cabin and placed it in its pioneer surroundings.

One of the most enjoyable months was the windy month of March, when we had in our sand table a Holland, with its canals, its dykes, the little Dutch houses, and windmills all over the country. The Dutch costumes for the dolls are easily made and perhaps some skilful order boy or the father of one of the children may make some tiny wooden shoes.

We sailed away from Holland with great regret, for it was time to come back to America. The warm spring rains and the sunshine promised to soon awaken plant life and we must be ready for it by a slight study of germination. Our sand table now became a garden. We watched the habits of early growth of different plants and when they required nourishment from the earth we pulled them up without injuring the roots and transplanted them.

In May and June the children need to be out of doors as much as possible. At one side of the playground a square was enclosed by planks twelve feet long, one foot wide, and two inches thick. Into this was

placed a load of sand. This afforded a rare chance for the study of primary geography. Mountains, valleys, plains, rivers, slopes—all became realities to the child. Surroundings were made in which stories told in literature work or stories read in class were dramatized by the children.

You can readily see that our sand table has provided considerable and very profitable seat work during the year. There has also been ample opportunity for incidental number work in such instances as the planning of farm, construction of houses, and the making of clothes. They have had a good example of citizenship—all working together for a common end. Each endeavored to do his best in order that his portion would not show inferior workmanship. Very often a child would condemn his own work and renew his labor with untiring energy until his product was satisfactory.

My conclusion at the end of the year is that our work with the sand table has been a great means of growth to the child.—*Primary Education.*

## PLAIN TALKS ON DRAWING.

A SERIES OF ARTICLES

BY PROF. THEODORE C. HAILES,

Drawing Master, Albany Public Schools.

### NUMBER I.

#### PLAIN TALKS ON DRAWING.

The bete-noir of the average teacher is "drawing." There are two reasons for this unfortunate condition; first, the misunderstanding of the aims and purposes of the study as it should be taught in the public school system, and second, the lack of executive ability on the part of the instructor. There are few teachers who see much beyond the *visible result* of the children's work and the consequence is that everything in the department is viewed from an improper standpoint and energies expended along improper lines.

No matter how many times the teacher is set straight, she continually drifts toward the dangerous rock of "visible result." For instance, one teacher says to me "I wish you would not require my class to use erasers. They soil the work so much." Another says "why cannot we use harder pencils in our freehand drawing? The work done with soft pencils transfers so easily and smudges the books." Another says I don't see why the children should be required to draw those circles and straight lines freehand when they may be obtained so much more easily and quickly with compass and rule. And still another inquires why the pupils should be compelled to render in color directly from nature without previous sketching, claiming that her children could do much prettier work if allowed to draw first in every instance. "I selected that," said a teacher to me, "because it was easier" and "I, that," said another. "because it was prettier," or "because we could do it more quickly." And so the melancholy work goes on. I want it clearly understood that I do not include all teachers in my criticisms, for there are very many who are properly equipped and administer with proper spirit and sound pedagogical principles. This series of articles is not written for them, but for the weaker sisters who "cannot" or "will not."

In the beginning, let us call all the work done in the public schools *studies* or *exercises* and let us look at the visible result only as an evidence of the amount of proficiency or skill or preception or observation or invention or knowledge attained by the pupil.

Never do a piece of work simply because it is easy or hard or pretty or agreeable. Clearly understand the object of the exercise and then select such examples as will best develop the end in view. This requires preparation on the part of the teacher.

It means time and thought devoted beforehand, and the unsuccessful drawing

teacher is unwilling to curtail her hours of leisure and recreation. I know many instances of teachers who plunge into a drawing lesson without any other preparation than worrying or stewing over their inability and ignorance of the subject. This kind of procedure is prolific of evil results. The teacher having ignominiously surrendered has nothing but dislike for the study and is only too glad when the period is over.

Every teacher should possess a modern manual, and I know none better than those accompanying the *Prang Elementary Course* in *Art Instruction*. They are store-houses of subject-matter and methods.

To those who are interested in the work, or those who would be, and who can afford a modest expense for a very large return, I would recommend a book entitled "New Methods in Education," by J. Liberty Tadd, and published by the Orange Judd Co., of New York.

If the school teacher of average intelligence cannot equip herself with these aids added to such assistance as she occasionally obtains from her supervisor in drawing, she should change her occupation.

Teachers of equal ability will have varying success, because no two teachers will be surrounded by precisely the same conditions, but it may be put down as a hard fact that those who enjoy the best success have invariably worked the hardest. You cannot succeed unless you are interested in your work and the surest way to be interested in your work is to prepare the lesson beforehand and in every instance to go through the exercises yourself before requiring it of the pupils.

#### NATURE BEFORE ART.

The immensity of the subject appalls one if we stop too long to consider, but when we look at it from a pedagogical standpoint we shall come to see that the object of nature study in the school-room is to develop the powers of observation and concentration

and to create a wholesome love and appreciation of creation. We must begin somewhere either in the animal, vegetable or mineral kingdoms. Let us take plant life first, because the material in that direction is most easily obtained. The method of studying a leaf or a seed-pod will be found to aid materially in the study of a butterfly or a horse.

Interesting collections may be made at this season of the year. Have talks with your children about this matter and tell them what you want and you may be sure that there will always be some child in the class who can obtain each of the specimens you may name. First, you want a dozen wide-mouth bottles to use as vases and model holders. Mustard bottles and olive bottles are very nice for this purpose, and you have only to tell your class what you want in this line and they will bring them to you. Put the following list on the black-board—Bunches of oats, rye, wheat, barley, timothy, millet, rape and wild grasses—Corn stalks, corn in the husk, milkweed, burdock and yellow-dock Stramonium, sumac bobs, bittersweet, clematis, barberries, rose apples, hydrangias, asparagus, wild asters, golden-rod, pine, cedar, cones, nuts and ferns. Leaves and sprays should be pressed as soon as collected, but the other specimens should be placed in the bottle vases, of course without water. They make pretty decorations about the room when not in use as models for study.

In the next article I will give a series of movement exercises as well as specific directions for conducting a class lesson in rendering from nature.

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BE confident that an approach to perfection is to be attained here if anywhere.—*Jas. H. West.*

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SUCCESS in most things depends on knowing how long it takes to succeed.—*Montesquieu.*

## In Special Fields

### ENGLISH SCHOOL CONDITIONS

**A**S a sidelight on what is happening upon the English educational stage, few newspaper articles present conditions in that country as clearly as does the following, which was taken from an opposition paper in London, while the readers of *The Teacher* were on their vacation. It will be observed that the struggle between democracy and aristocracy in that country is still going on, and the aristocrats, or Tories, seem to have the upperhand at present.

The second reading of the second edition of the Government's Education Bill was passed by the House of Commons on Tuesday night by a majority of 118. If anybody had any doubt as to the real object of this mischievous measure that doubt will have been removed by the insolent speech of Sir John Gorst, the father of the bill. He made it perfectly clear that the bill aims at the destruction of the board school system, the most efficient, perhaps, of our democratic institutions.

For years past the school boards have been doing splendid work for the moral, intellectual and physical training of the children of the people and were beginning by means of continuation schools to prevent that work being stopped at the critical age when childhood merges into youth. The work of the continuation schools, however, was upset by the Cockerton judgment, by which the law courts decided that the school boards had no powers to provide for any education beyond the beggarly elements. The Manchester School Board, we believe, have wisely decided to ignore the Cockerton judgment by carrying on their continuation schools in spite of it. If all the school boards throughout the country were to adopt this plan we should probably soon hear the last of Cockertonism.

Under the guise of counteracting the con-

sequences of the Cockerton judgment, the new education bill strikes a fatal blow at the school boards. If the government had been anxious about the maintenance of the continuation schools under the control of these popularly-elected bodies, they would simply have brought in an enabling bill empowering the school boards to ignore the judgment. The government, however, hate the school boards and desire before all things that education may be under the control of the parson and the squire and not under the direct representatives of the people.

They pretend, of course, that their bill provides for popular control, but that is not so. The committees to be appointed under the bill as our new educational authorities for carrying on the work of secondary and continuation schools are not to consist exclusively of members of common councils, but half, or within a fraction of one-half of the members, are to be co-opted; that is to say, are not to be directly responsible to the ratepayers. The principle of the bill, therefore, is aristocratic, not democratic.

Sir John Gorst tried to justify his retrogressive proposal by sneering and jeering at the continuation schools as they were conducted by the school boards, especially by the school board for London. He pretended to be greatly shocked because when he visited one of these schools he found there was a dance going on. Mr. Macnamara pointed out that this dreadful occurrence took place long ago when the moderate party of the school board was in power.

But why should Mr. Macnamara have excused rather than have defended the dancing? The world's greatest educational authorities have advocated dancing as an essential part of the educational curriculum. Aristotle, who was a wiser man than Sir

John Gorst, ranked it with poetry, and it was a compulsory subject in the educational code, both of the Athenians and the Spartans. Some of the greatest of our own educational authorities have advocated the teaching of dancing. John Locke declared that it was necessary to the completeness of education.

"Being an exercise," he says, "which gives graceful motions all the life and above all things manliness and a becoming confidence to young children, I think it cannot be learned too early after they are once of an age and strength capable of it. But you must be sure to have a good master."

Ruskin, also, urged its importance, "Learn, also, dancing," he said, "with extreme precision." Nelson, perhaps, cannot be quoted as an educational authority, but he knew how to train seamen, and he declared that to teach a sailor to dance and to speak French was all that was necessary—"the rest would come by instinct." to promote the joy of life ought to be one of the objects of education, but Sir John Gorst does not seem to understand this.

He not only sneered at the continuation schools; he went out of his way to insult the members of school boards by ridiculing the idea that they were elected in the interests of education.

"It was a farce," he said, "to suppose that school boards were elected for educational purposes. Men were elected on religious and party grounds, but he never heard of any one being elected on educational grounds."

That we should have at the head of one of the most important departments in the state an individual capable of talking such rubbish as this, is almost enough, as Macaulay says, to make us ashamed of our species.

Under the caption, "Laments of London," *Punch* had this to say on the subject, and it contains much that can be equally applied in some communities in this democratic America.

#### MOTHER CITY SPEAKS

Dark are the dens in my teeming life-centers  
Where Poverty makes her unspeakable lair,  
Where breeze never blows and no sun ever  
enters—

But darker than all is the ignorance there.  
Lust, greed—all the crimes that are damned  
by the preachers,

'Mid filth of the body and filth of the mind—  
These, these are my little ones' eloquent  
teachers,

And this is the school where my sons are  
confined.

Ah, think of the foulness that strangles and  
smothers

Any seed of the good that may struggle to  
bloom!

Think, Parliament, think of your poor stricken  
brothers

Sunk deep in these caverns of squalor and  
gloom!

From these perilous haunts let my sons be  
protected,

And from these nests of black jail-birds, oh,  
save them in time!

How can they know virtue when left so  
neglected?

How can they be honest, untaught save in  
crime?

Come, open your purse! Let the least in the  
nation

Be trained in the use of his hand and his eye!  
Fling open your schools, for in them lies sal-  
vation,

By them is the country to live or to die!  
Then still shall I see my poor children enjoy-  
ing

The rights that brave hearts and true citi-  
zents rear—

You spend in one brief little week of destroy-  
ing

As much as I ask for my schools in a year.

—*Brooklyn Teacher.*

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THE entire problem of human life is won-  
derfully simple and easy if we are but true  
to the highest within us.—R. W. Trine.

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THOUGHT means ambition, growth, an  
ideal whose leadership never ends, whose  
footsteps it is ours to follow.—*Frederick  
A. Hinckley.*

### TEACHERS' VACATIONS

JUST now we are witnessing the return of thousands of teachers from their two or three months' vacation. A great many persons are asking, both in conversation and in print, just why it is that a teacher should have so long a period of release from professional work. The worried business man, who is thankful if he can secure a week or two of rest, thinks that it is all nonsense for a teacher to enjoy each year some months in idleness. This notion, indeed, seems to have impressed itself to some extent upon members of the teaching profession; for we have lately seen a number of interviews with educators in which they said that in their opinion vacations were too long, and that if the pupils themselves did not demand a rest, there would be no reason why the pedagogic grind should not go on throughout the entire year.

On the other hand, it is pointed out, in the first place, teachers as a class are decidedly underpaid when one considers the cost in time and money of the training which they devote to their profession; and that the privilege of a long vacation is in part a compensation for the smallness of their salaries. If they actually teach for only nine months in the year, they are, after all, paid for only about nine months of effective work. The opportunity for travel, for rest and for recreation during the other three month must be regarded as a sort of perquisite which reconciles them to the fact that they can never expect, no matter how able they may be, to become wealthy men and women. Moreover, it is urged that to a great many teachers the vacation period is not, in reality, a period of idleness at all. A large number of instructors spend it in hard study, in fitting themselves for the more efficient discharge of their educational duties. University professors go abroad and work in the laboratories and libraries of Europe. Teachers in the primary and secondary schools are coming more and

more to attend the summer courses of instruction given at Harvard, at Columbia, and at other educational centers where they study methods and hear lectures from specialists on a great variety of subjects. Some of them come thousands of miles to these summer schools, and their vacation is anything but a period of idleness.

For our part, however, we think that the true defense of a long vacation for every teacher is not to be found in the fact that he is underpaid, and still less in the fact that the vacation often means only a change of sedulous occupation. Common sense and experience are a good deal better than theory in dealing with this question. It ought to be remembered, first of all, that the true value of a teacher is to be found less in the formal instruction which he gives than in the influence which he exerts upon the minds which come in contact with his own. To be a source of inspiration, to furnish an intellectual stimulus, to train not only the mind but the thought and feeling and imagination of the student—this is the great function of the true teacher. Therefore, in the case of any teacher, the more of a man he is, or the more of a woman she is, the better will this function be performed. Now, unfortunately, the work of teaching has in itself a bad effect upon the individual instructor. It gets him into a dreadful rut. It narrows his interests and his sympathies. It makes him dogmatic, self-sufficient, conceited and intolerant of opposition. It leads him to attach an undue importance to what is written down in books and to minimize the value of a knowledge of the world at large.

The teaching profession is the most exacting of all professions. It is the most exhausting. It takes more out of the individual. It tends to shut him up in a little world that is woefully deficient in moral and intellectual oxygen. Hence the need of a long vacation—not that the teacher may go on sweating his mind over text-books and methods, and consorting with his own kind

and becoming more and more out of touch with human nature and the affairs of the greater world about him, but that he may get absolutely away from the stifling atmosphere of his work, forget that he is a teacher and remember that he is a man. According to our view, summer institutes and summer schools of pedagogy are an evil. Whatever one may learn in them of a strictly technical character is of infinitely small consequence when compared with the spring and vigor, the mental elasticity, the sense of propor-

tion, the sanity and breadth, and the knowledge of men and women, which are to be acquired by putting away for three whole months all thought of Froebel and Pestalozzi, and "concepts," and pedagogical methods, and going out into the open air and living a large, free, generous life. This, we think, constitutes the true defense of the long vacation, and this is why it would be better, alike for teachers and for scholars, if it were made even longer.—*New York Times.* |

## Editorials

WE expect to continue the model lessons in the elementary subjects as well as the course of work in Music and Drawing. Subjects which seem to tax the knowledge and ingenuity of so many teachers.

\* \* \*

SECURITY, sanitation and education are the only matters that ought to require any considerable expense on the part of any community, and the more that is devoted to the third essential the less will have to be spent on the other two.

\* \* \*

THE publication of a western agent of a number of eastern educational periodicals says the three great educational editors of America are all busy B's—Butler, Brown and Bardeen.

We may be pardoned for preferring to read after Winship, of the *New England Journal of Education*, Butler, of *Educational Review*, the modest but sound and scholarly Stearns, of the *Wisconsin Journal of Education*, and Gillan, of the *Western Teacher*.

\* \* \*

OUR change of name and scope to AMERICAN EDUCATION seems to have been approved not only by our clientèle, but by the

general educational public as well. Our co-workers in the educational press have many pleasant things to say, the *Florida School Exponent* going so far as to speak of AMERICAN EDUCATION as "the leading educational magazine in the United States," while the *Brooklyn Teacher* announces that "NEW YORK EDUCATION has changed its title, and will hereafter be known as AMERICAN EDUCATION; from Kindergarten to College. Mr. C. E. Franklin continues to be the editor, which is a guarantee that it will in no way deteriorate. The change in the name means that editor and proprietors intend to reach out for a larger and wider circulation. *The Teacher* wishes them success—which they will deserve if they continue to produce as good a journal."

This is a good deal to have to live up to, but we will do our best to try to fill the bill.

\* \* \*

ABOUT a year ago a paper was read at the New York State Teachers' Convention by a Buffalo principal, in which he set forth at great length and with much force the advantages of large schools under one head as compared with many smaller schools under different heads. We are not going to take up that question now; but attention is called to one of the weaknesses of this plan by the conditions that the Brooklyn

Borough Board has recently tried to improve.

In these large schools where the principal has from 1,000 pupils and upwards to look after, the mere clerical work has become so great as to render it impossible for the principal to do little more than the office work. His daily routine consists in getting the necessary clerical work out of the way, interviewing parents and children and conferring with teachers, leaving but little time for the visiting of classes, and almost none for illustrative teaching or the strengthening of the actual class work. So grievous did the conditions become in Brooklyn that the board has been compelled to make the same provision already existing in the Borough of Manhattan for clerks to relieve principals from the press of much of the work purely clerical.

The Brooklyn teachers in presenting their claims to the Borough Board set forth a list of reports, schedules, etc., that they had been required to make within the past year. It was too long to even read through. Of course, much of this was due to the conditions that have arisen in that city through its amalgamation by the greater borough across the river. But the problem is one that all cities with such large schools will sooner or later have to face. The folly of having a principal competent to run such a large school almost wholly occupied in clerical work and in receiving parents and looking after individual children, is too plain to be discussed; and yet the provision for clerks simply adds to the expense of supporting the school systems and draws from funds that are required for the payment of proper wages to teachers and the securing of proper school accommodations.

\* \* \*

THIS question of school accommodations is becoming a pressing one in most of our cities. The problem is how to maintain present efficiency and yet secure the additional funds for needed extension of school

accommodations. When the New York City Board of Education asked for the approval of its budget by the Board of Estimate a few weeks since, Comptroller Coler declared he did not see how the city was going to be able to stand the burden that would be necessitated by providing school accommodations for the steadily increasing population. The difficulty of seeing where ample support for schools is to come from seems to be becoming chronic with Mr. Coler, and the trouble is he does not seem to be taking anything for it. Fortunately there are others prominent in New York affairs who are not so fearful or faint-hearted in this regard. Seth Low, the Republican candidate for mayor of New York, in one of his ante-election speeches, declared: "The first and paramount necessity of Greater New York is that the children of the people shall have good schools and enough of them to give every child of school age a seat for the whole of every day of the school year," and that "the teachers of these children shall be held in honor as those who are training the future citizens."

And Edward M. Shepherd, the Democratic candidate, time and again declared himself to the same purpose and in even more explicit terms during the campaign just closed.

\* \* \*

A CORRESPONDENT inquires whether we are not open to the criticism of commenting too harshly on the attitude of Dr. G. Stanley Hall and Professor Hugo Munsterberg in their more recent contributions to educational discussion. They may be true; but we think it equally true that there comes a time in the lives of men when their power as constructive critics cease and their energies are bent to showing that things are going to the eternal bow-wows. We think that Dr. Hall has very nearly, if not quite reached this stage. However, what we criticise most in both these gentlemen's more recent public expressions of opinion, is that

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be retained.  
etain a book fo

given out in magazines of general THESE<sup>a</sup>, which reach an audience not PLEASE<sup>b</sup> f properly estimating the value of ions given and that thereby much harm and decided discredit is cast upon many trustworthy educational movements which it may take considerable time to recover from. One does not find Dr. McBurney or James B. Dill rushing into public magazines to discuss the finer disputed points of medical or legal ethics or practice. These men realize that their special associations or journals are the fit and most useful medium for the expression of their views as well as to improve conditions which they believe to be wrong or to clarify points which they think become clouded. As for Professor Munsterberg, we believe him, with all his conceded learning, to be too thoroughly German in his training and habits of mind to be able to properly appreciate, and therefore to comment in a valuable way on American educational conditions and problems.

Right here we wish to call attention to a point which was recently brought to our notice by one of our most careful students of educational administration and economy. It is this: that at the Paris Exposition of 1878, and the Chicago Exposition of 1894, the nations of Europe, particularly the German, examined our educational exhibits simply to see if there was any merit or possible advantages in our methods and devices for instruction. At the Paris Exposition of 1900, however, for the first time, our *scheme* of education and its division into elementary, secondary, collegiate, etc., and the curricula provided for these subdivisions were investigated and studied with the most profound interest.

It is not among the impossibilities that twenty, yes ten years hence, the German schoolmen may be considering whether our subdivision and arrangement of the work is not preferable to the now much lauded arrangement of the schools now "made in Germany."

## WELL DONE, CHICAGO!

As will be seen by the subjoined newspaper clipping the teachers of Chicago have won their long fight for ample school funds through the enforcing of payment of taxes upon franchises in that city. We gave a brief account of the movement in our last issue, but deem the matter to be of sufficient importance and the victory won to be such a glorious one that we publish a communication in relation to the subject by one of the two brave women who made the fight, Miss Margaret A. Haley.

It will be noticed that the newspaper dispatch expresses the fear that the enforced collection of back taxes will bankrupt the delinquent companies, unless special tax laws are passed to relieve them. How considerate! Schools and children could suffer, teachers denied a living wage, small store keepers unable to pay high rents be forced to the wall, struggling clerks and mechanics lose their little homes because of high taxation and no tears be shed. But to cripple a tender corporation by enforcing taxes it never *expected* to have to pay—this is together too sad to be permitted.

## THE TEACHERS WIN

CHICAGO, Oct. 25.—The jubilation following the sweeping corporation and franchise tax decision rendered Thursday by the Supreme Court has given way in a measure to the fear that many corporations will be driven from Illinois unless special corporate taxing laws are soon enacted. By the decision it is estimated that from \$200,000,000 to \$335,000,000 will be added to the assessment lists of Cook County. The city, the county, the drainage board and the public schools will have their coffers sufficiently supplied with funds should existing laws not suffer alteration.

The decision opens the way for those who have won the fight for legal proceedings to collect back taxes for the last twenty-five years on corporation stock and franchises, but to attempt to collect back taxes for a quarter of a century on the market valuations of the corporations organized in Illinois, it is admitted by the city officials, would bankrupt the com-

panies. That every corporation in the state is included in the decision is set forth plainly. In the hands of Corporation Counsel Walker is now a list of 4,000 corporations having a capitalization of more than \$1,500,000,000. All these, it is agreed, must come in the verdict.

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MISS HALEY'S EXPLANATION.

October 7, 1901.

Mr. C. E. FRANKLIN,  
*Editor AMERICAN EDUCATION,*  
Albany, N. Y.

Dear Mr. Franklin:

Your letter and proof of editorial received. The amount named, five billions, is estimated and represents the amount of capital stock valuation having escaped taxation in the twenty-eight years that the franchise law has existed.

This is not an over-estimate, as a reference to the enclosed printed statement will show. The railroads in Illinois paid *less taxes in 1900 than in 1899, less even than in 1873!* Between 1899 and 1900 the railroads of this state increased their capital stock one hundred and forty millions, their dividends ten million dollars, *but their taxes decreased.*

This has been going on for twenty-eight years. The same thing is true of the corporations owning the municipal franchises. The law provides that the value of the franchise shall be found by adding the market value of the shares of capital stock to the market value of the bonds and from the sum deduct the assessed value of the real estate and personal property. The remainder represents the value of the franchise.

Following this rule (and the state board of equalization is bound by law to follow it) five corporations in Chicago had franchises worth two hundred and thirty-five million dollars in 1900. These were the two street railway companies, one gas company, one

electric light company and one telephone company.

In 1899 the state board of equalization, whose duty it is to assess these franchises, *entirely omitted them and these five companies paid not one cent of franchise tax.*

For many years previous to 1899 the assessment on these companies was practically nothing. Our law provides for taxing escaped property and it is under this provision that the claim is made that taxes are due on this enormous amount.

Between Christmas and New Year's in 1899, we teachers learned why our revenue was short. In October, 1900, we appeared before the state board of equalization at Springfield and formally demanded the enforcement of the law. They listened to us very respectfully but did nothing, so we entered suit for mandamus, but before we could get the case heard the board made a nominal assessment of twelve and one-half millions, where it should be two hundred and thirty-five millions, and adjourned.

We won our suit in the circuit court of Sangamon County (Springfield), where we were obliged to bring it, the court declaring (May 1, 1901,) the board must re-assemble before June 12, 1901, and make a legal assessment. The state board appealed the case to the Supreme Court of the State, where it is still pending and a decision is looked for any day.

In the Sangamon County suit the officers of these corporations were compelled to appear and they swore to the value of these franchises being two hundred and thirty-five million dollars, so it is not guess work nor hearsay.

It is easy to calculate that if the franchises of five companies in Chicago were worth two hundred and thirty-five millions in 1900, practically all of which escaped, and this had been going on for over twenty-five years, not only in Chicago, but in every other large city in the state, not to mention the railroads, that five billions is a conservative estimate of the total escaping.

It would not be correct to say that one-fifth of this full value should be taken for all the years escaped. Our law until 1899 provided that the full value should be the assessed value. In 1899 for the first time the assessed value was made one-fifth of the full value. So a larger sum than five million dollars would be due on the property escaping, in fact over twenty millions are due (in taxes).

You see we have been careful to confine ourselves to the class of property that derives its value wholly from the gift of the people, the franchises. Not one dollar of that two hundred and thirty-five millions represent the companies' investment, it is the value of the privileges of the companies in the streets and highways, and in justice the whole income on this valuation belongs to the community, not the 1 per cent. (or thereabouts) which our law provides for in taxes. Five per cent. on the assessed value is the limit of our tax, and as the assessed value is one-fifth of full value, it makes the tax about 1 per cent. on actual or full value.

The enormity of the offense is not appreciated unless this fact is borne in mind, the

companies refusing to pay the small tax of 1 per cent. on a property that an awakened community will and must realize is *all* its own. Really the whole situation is so bad that it is good. A paradox, is it not? But we could not wake this busy, rushing Chicago up with anything less than an earthquake and that is why I call it good.

I am delighted that you are giving the matter space and would be glad to tell you how we propose making the facts in the tax situation of value to the community through our School Extension Movement, if you care to know.

We mean to make our public schools the social centers of each community for the dissemination of information on tax and other matters of vital importance and shall be glad if you are interested. I am preparing a pamphlet on our tax work, but am so busy that I cannot give it the time I should and it is delayed therefore.

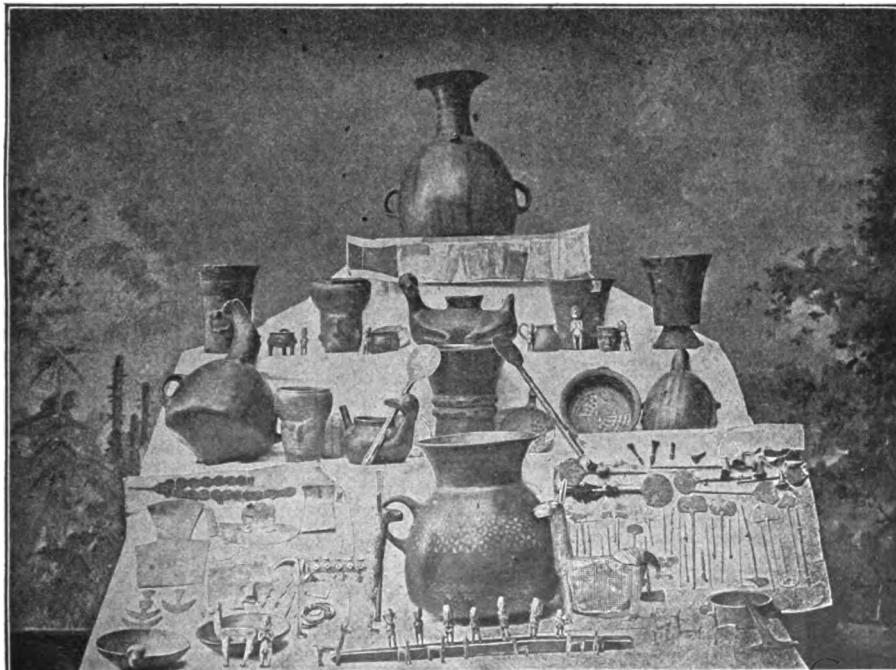
Thanking you for your interest and bespeaking for this your patience and forbearance. I am,

Yours sincerely,  
MARGARET A. HALEY.

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IMPLEMENTES MADE BY THE INCAS.

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## General School News

The next meeting of the National Educational Association will be held at Minneapolis.

The attendance at the Connecticut State Teachers' Convention was unusually large. The meeting was held at Hartford.

Dr. F. W. Lewis, a fellow in history at the University of Pennsylvania in 1897-98, has been elected president of the University of Maine.

Through the generosity of John D. Rockefeller, Spellman Seminary, a negro college in Atlanta, Georgia, receives an endowment of \$180,000.

Cornell will erect a new geodetic observatory, a fund to erect the same having been contributed by Gen. H. S. Barnes, of New York city.

Booker T. Washington will address the State Teachers' Association of Wisconsin at its annual meeting, which will be held December 26th to 28th.

Owing to the prevalence of smallpox at Burlington, the meeting of the Vermont Teachers' Association has been postponed until November 21st to 23rd.

Ex-President Grover Cleveland has been elected a trustee of Princeton University. He takes the place made vacant by the death of Rev. George T. Purves.

Charles Kendall Adams has resigned the presidency of the University of Wisconsin, owing to continued ill health. Prof. Edward A. Birge will succeed him.

Undergraduates of Harvard University are attempting to arrange an international debate, with Yale and Harvard on one side and Cambridge and Oxford on the other.

The vacancy caused by the death of the Hon. William L. Wilson, as president of Washington and Lee University, has been filled by the election of Dr. George H. Denny.

Dr. F. C. P. Bancroft, principal of Phillip Andover Academy, died at Andover, October 4th. He had been connected with that institution as principal for twenty-eight years.

The world loses a scholar of prominence by the death of James B. Greenough of the Harvard faculty. He was author of text-books recognized as having a place among the very best.

John D. Rockefeller has offered to give Barnard College \$200,000, provided the college will raise a similar sum before the first of next year. The college will attempt to meet this requirement.

After a service of twenty years, Prof. G. T. Moore has resigned from the faculty of the Andover Theological Seminary to accept the professorship of Hebrew languages at Harvard College.

The inauguration of Dr. Ira Remsen, as president of Johns Hopkins University, will take place February 22, 1902. This is the date of the sixty-sixth commemoration of the founding of that institution.

The State Board of Education of South Carolina have purchased books for the public schools for a term of six years. Especial attention has been given to the purchase of the histories and readers. The histories of this country are from the pen of a southern man..

Trustee Rowland, of the Chicago public schools, has offered a resolution embodying propositions as follows: Playgrounds in connection with all the schools; shower baths and swimming tanks; gymnasiums, with instructors; free lectures in assembly halls; opening of the schools after hours for neighborhood guild centers; free concerts, public meetings and entertainments; establishment of branches of the Chicago public library for circulation and reference.

*The New England Journal of Education* says: During bicentennial week there will be on exhibition at the Yale library the diploma awarded to Nathaniel Chauncey, one of the first Yale graduates, in 1703. This very valuable document is in the possession of Mrs. W. W. Fowler, of Durham, Conn., where for nearly 150 years it has been preserved in the same house. The diploma was awarded at the first Yale commencement held at Saybrook in 1702. Four Harvard graduates and one man who had been privately educated received the degree of master of arts, while the first Yale degree of bachelor of arts was awarded to Nathaniel Chauncey. Chauncey was, accordingly, the first Yale undergraduate to receive a degree.

About 21 per cent. of the total population of the United States attend public schools, and 2 per cent. of the rest attend private schools, according to the annual report of the Commissioner of Education. The grand total in all schools, elementary, secondary, and higher, public and private, for the year ending July 1, 1900, was 17,020,710 pupils, an increase of 282,348 over the previous year. Of this number the enrollment in public institutions supported by general and local taxes was 15,443,402. Special institutions, such as evening schools, Indian schools, schools connected with asylums, reform schools, and other institutions more or less educational in their character, increase the total number by half a million pupils. The statistics, as interpreted by the Commissioner, show a uniform consensus of public opinion throughout the nation in favor of providing secondary education at public cost. Public high schools have increased from 2,526 in 1890 to 6,005 in 1900.

The 200th anniversary of the founding of Yale University was celebrated October 20th in a manner highly expressive of the greatness

of that institution and the loyalty of her alumni. From very humble beginnings in 1701 this institution has become one of the greatest of its kind in the world, and a mighty influence in the advancement of our nation. The colonial assembly in 1701 modestly incorporated the institution proposed by the committee of ten ministers at Bradford as a "collegiate school." This school was located at Saybrook, but there was little to mark the establishment, as the students congregated in various places near the residences of the instructors, the clergy-

men of the various settlements. The "collegiate school," practically without a local habitation, was located by the trustees at New Haven in 1717, and Elihu Yale, who was a son of New Haven, was asked to assist the institution. Yale was then in India as governor of the East India company. He responded by sending a box of books, a portrait of the king and goods from India that sold in Boston for £500. The first college building in New Haven, a wooden building, was thereafter named Yale College.

## In the Schools of the State

### TEACHERS' INSTITUTES

#### SCHEDULE OF APPOINTMENTS

DATE	COUNTY	Dist.	PLACE	CONDUCTOR	INSTRUCTOR IN DRAWING	INSPECTOR IN ENGLISH
Dec. 2	Niagara.....	2	Wilson .....	Sanford .....	Miss Rice.....	Miss Collier .....
" 2	Onondaga.....	8	Manlius .....	Shaver .....	Miss Schreiber .....	Miss Schreiber .....
" 2	Tompkins.....	1	Trumansburg.....	Williams .....	Miss Rice.....	Miss Schreiber .....
" 2	Niagara .....	1	Middleport.....	Smith .....	Miss Rice.....	Miss Collier .....
" 9	Livingston .....	2	Mount Morris .....	Shaver .....	Miss Rice.....	Miss Schreiber .....
" 9	Broome.....	2	Whitney Point.....	Smith .....	Miss Rice.....	Miss Collier .....
" 9	Oneida .....	8	Camden .....	Hull .....	Miss Rice.....	Miss Schreiber .....
" 16	Otsego.....	1	Cooperstown.....	Sanford .....	Miss Rice.....	Miss Collier .....
" 16	Onondaga.....	1	Baldwinsville.....	Shaver .....	Miss Rice.....	Miss Schreiber .....
" 16	Montgomery .....	.....	Fort Plain .....	Williams .....	Miss Rice.....	Miss Schreiber .....
" 16	Otsego.....	2	Oneonta .....	Smith .....	Miss Rice.....	Miss Schreiber .....
" 16	Steuben.....	8	Cauleeo .....	Hull .....	Miss Rice.....	Miss Collier .....

[Note.—We desire to cover the important school news of the state. Teachers will confer on us a favor by sending important news, catalogues of schools, and programs of teachers' meetings.]

### AT LARGE

Columbia University has offered five scholarships to native Filipinos.

Prof. Horatio Stevens White has resigned his position as dean of the Cornell University Faculty to become a member of the Harvard University faculty.

Dr. Henry Whitehorne died recently at Schenectady, aged 86 years. He was at one time one of the best known educators in the country and was a warm personal friend of Jefferson Davis. He occupied the Greek chair in several of the leading American Universities.

Miss Helen Miller Gould has given to New York University two prize scholarships in favor of young men graduating from the high schools of Tarrytown and Irvington-on-the-Hudson. The funds amount to \$12,000. She has also given \$10,000 to Vassar College in favor of the young women of these villages.

Rev. D. W. C. Huntington, formerly of Rochester, is now chancellor of Wesleyan University, Lincoln, Neb. His suggestions that the assassin of President McKinley should not be buried in American soil, but in mid-

Atlantic, has caused considerable favorable comment.

Superintendent of Public Instruction Charles R. Skinner has appointed Arthur M. Wright as his second deputy, in place of Howard J. Rogers, resigned. Mr. Wright has been chief inspector of the department of compulsory attendance. Mr. Rogers assumes charge of the educational exhibit of the St. Louis Exposition.

An examination for licenses to teach in high schools of the City of New York will be held Monday and Tuesday, December 2 and 3, 1901, on the fourth floor of the hall of the Board of Education, Park Avenue and 59th Street, Borough of Manhattan. Oral examinations will be given at the call of the Board of Examiners. Each applicant's record will be considered in making up his mark on the oral examination.

The New York State Assembly of Mothers has elected the following officers: President, Mrs. David O. Mears, Albany; first vice-president, Mrs. Henry Osgood Holland, Buffalo; second vice-president, Mrs. Harry Hastings, New York City; third vice-president, Mrs. Mary W. Lockwood, Rochester; recording secretary, Mrs. Almon Hensley, New Rochelle; corresponding secretary, Mrs. John D. Whish, 37 Chestnut Street, Albany; treasurer, Mrs. Fannie J. Bailey, 95 Eagle Street, Albany; auditor, Mrs. Charles W. Hughitt, 83 Seymour Street, Auburn.

## COUNTIES

**Albany.**—The Albany Mother's Club held a parent-teachers' meeting in the chapel of the high school building. The object of these meetings is to bring about a closer relation between the teacher and the parent. Commissioner Harlan P. French presided. The meeting was addressed by State Superintendent Charles R. Skinner and Mrs. Margaret A. Mooney. The latter talked upon the subject, "The Children's Reading."—St. Agnes' School opened for the year's work under most favorable auspices. The school under the new system is as follows: Officers of the school, the Rt. Rev. William Croswell Doane, D. D., LL. D., bishop of Albany, president and rector, in charge of department of Faith and Religion; Miss Ellen W. Boyd, principal emerita; lecturers, the Rev. George G. Carter, S. T. D., Butler's Analogy; Louis Boss, F. A. R. S. A., Astronomy; Walter L. Palmer, N. A. S. A. A., Painting; head of the school, Miss Catherine Regina Seabury. Proctors to attend to the social life of the school and a tutor to assist backward pupils is a new feature.—Supt. Hayward has recommended the closing of the schools of Cohoes for two days, for the purpose of holding an institute in that city.

**Allegany.**—Commissioner D'Autremont has made a tour of the district schools with State Inspector Sullivan. As a result, several school districts have lost their public money and all have been waked up.—Almond has been raised to the high school grade. Mr. N. Floyd Harris has been retained as principal. He is a graduate of Fredonia Normal. Miss Florence J. Johnson, of Jamestown, and Miss Bessie Smith, of Java, N. Y., both graduates of Fredonia Normal, assist in the high school work. Miss Grace Alberti, of Syracuse, and Miss Maude Fuller, of South Dansville, both graduates of Genesee Normal, have the intermediate and primary. Miss Lillian Waldmer, of West Haverstraw, N. Y., a graduate of the Boston Conservatory, has charge of the music. This school has jumped from a district school to a high school in four years.—Filmore has a new union school, reported in fine shape and starting off with good promises.—Alfred has a free high school for the first time.—Miss Elizabeth Ostrander, a graduate of Alfred University, and for ten years preceptor at Belmont, is now connected with the schools of Owego.—A spelling contest is being arranged for a part of the program of the next institute in the first district. All schools will take part.

**Broome.**—According to report the village of Union is much in need of a new and adequate school building. The school in that town is in good condition, and the pity is that its building is not also.—Miss Lillian Constance Swift, a former very successful and popular teacher of English in the Binghamton high school, has sailed for Italy. She has secured a position as teacher of English in the Florence School of Languages. Her loss to Binghamton is very keenly felt.

**Chautauqua.**—The laying of the cornerstone of the new normal school building at Fredonia

was an event of unusual interest. The address of the day was given by Speaker S. Fred Nixon of the New York Assembly. He reviewed the history of the educational matters in Chautauqua county. Assemblyman Nixon has been a very good friend of the normal school, and was largely instrumental in securing the appropriation for the new building.—The many friends of Wendall Tice, class of 1901, Fredonia Normal School, regret his untimely death. He was teaching at Allegany.—At the teachers' institute for Suffolk county, a roll of Fredonia Normal graduates was called, and the following responded: Miss Kate Skillings, '01, Patchogue; Miss Ruth Wilson, '01, Sag Harbor; Miss Mary Burnham, '01, Patchogue; Miss Leo Hurlbert, '00, Patchogue; Miss Lucia Hoffman, '00, Patchogue; Miss Alice Baldwin, '99, Greenport; C. E. Crawford, '08, Lake Grove; Mrs. Myrtle Deland Crawford, Lake Grove.—Mrs. Festus Day, a former teacher in the Fredonia Normal School, died recently.—Two teachers attending the institute at Dunkirk blew out the gas in their room at a private residence upon retiring. They narrowly escaped a fatal result.—The institute at Dunkirk was a county institute this year. Nearly six hundred teachers were registered. It was in every way a success, and is likely to be a permanent feature.—We have received announcement of the marriage of Miss Alpa Lilian Meeder of Forrestville, a recent successful teacher in the Allegany high school, and Mr. Adams Phillips. Both are graduates of the Fredonia Normal School, and Mr. Phillips is also a graduate of Cornell University.

**Clinton.**—Miss Clara D. Matthews, of Newark, N. Y., a graduate of the Brockport Normal School, has been added to the faculty of the Plattsburg Normal School.

**Cortland.**—The board of education of Cortland have asked the people of that city for an appropriation of \$19,500 to build an addition to the Central school. It has become necessary to provide an academic department for the resident pupils, as the full number of such can no longer be accommodated in the normal school. The question as to whether or not the State could be compelled under the provisions for erection of the normal school to accommodate these pupils seems to have been settled to the satisfaction of the board that such demands by the city cannot be enforced.—Through the efforts of the principal, John Ortho Lansing, the Truxton union school was advanced to the high school grade by the Regents, October 1st. Principal Lansing is one of the foremost educators of the county, as is evidenced not only by the rapid advance of the Truxton school, but by his labors as president of the county association.

**Erie.**—The school children of Buffalo were allowed the important advantage of visiting the Pan-American Exposition at reduced rates.—The first meeting this term of the Buffalo School Principals' Association was held in the Municipal building. Principal T. B. Lovell, LL. D., of Niagara Falls, furnished a paper on "Self-Expression in Reading," in the dis-

cussion on which Supt. Emerson, Supt. Taylor, of Niagara Falls, Dr. Ida C. Bender and C. N. Millard participated. Short addresses were made by Supt. Diamond, of Tonawanda, and Principal Alvord, of School No. 26.—A comparison of the reports of the school years ending July 31, 1900, and July 31, 1901, in Commissioner William E. Pierce's district shows a healthy increase in the valuation of school property, days attendance and daily attendance of pupils. It shows that there are 65 normal graduates among the teachers in his district. The report shows a decrease in the male teaching force, and a corresponding increase in the female teaching force. There are now 37 males and 133 females.

**Greene.**—The autumn meeting of the Hudson River Teachers' Association met at Athens, October 26. The following officiated: President, Commissioner Orin Q. Flint; vice-president, W. L. Millias, Valatie; secretary, Miss Clara L. Greene, Catskill; treasurer, George C. Lang, Athens; executive committee, R. A. Mabie, Coeymans, F. J. Sagendorph, Hudson, and Commissioner Orin Q. Flint, Athens. The program was as follows: "Teaching of Patriotism," Miss Elizabeth F. Behler, Valatie; "Ways and Means of Inspiring Pupils to be Honorable," Supt. Fred Moulton, Saugerties; "The Gospel of Rest," Miss Florence T. Wardle, Coxsackie; Address, Prof. I. H. Stout A. M., State Supervisor of Teachers' Institutes; "Geography," Miss Maybell G. Bush, Athens; "Practical Work in Elementary Zoölogy," Prof. L. I. Holdredge, Hudson. The following officers were elected for the ensuing year: President, Prof. Winthrop P. Millias, Valatie; vice-president, Prof. Charles Hale, Catskill; secretary, Miss Clara L. Greene, Catskill; treasurer, Prof. Scott Youmans, Kinderhook; executive committee, Mrs. H. M. Mace, Catskill, and Miss Florence T. Wardle, Coxsackie. The next place of meeting is Hudson in May.—The Catskill Mountain Teachers' Association met at Cairo. The following program was given: Address of Welcome, Rev. J. C. French; Response, President Charles D. Van Orden; Debate, question, Resolved, "That the United States Should Own Absolutely the Inter-Oceanic Canal." Affirmative, Marion Lewis, Catskill; Prin. MacNaught, Windham; Edgar Palmer, Leeds. Negative, Prin. Kingsbury, Greenville; Eugene Bouton, Prattsville; A. A. Disbrow, East Windham; "Penmanship Arm Movement," Brace Tompkins, Jewett; "U. S. History, Colonial Period," W. S. Borthwick, Cornwallville; "Some Aims in Primary Teaching," Miss Mabel Stilson, Hunter; "Pre-Academic English," Miss Francis, Palenville; "Discipline," Nelson G. Knowles, Purling.

**Livingston.**—Miss Mary V. Cottrell, of Geneseo, a teacher in the New York City schools, died recently.

**Monroe.**—There are 20,794 pupils registered in the Rochester schools.—Supt. C. B. Gilbert has adopted a new plan of holding institutes for the teachers of Rochester. Two grades will be closed at a time, the teachers to assem-

ble at the Training School. Here they will be informally instructed by the superintendent and the superintendents of departments.—There is a movement on foot to raise a fund for carrying on lectures in the public schools of Rochester on "Kindness to Animals," begun by Rev. James S. Root, under the direction of the Rochester Humane Society.

**Montgomery.**—The meeting of the Montgomery County Teachers' Association was held in the High School building, Fort Plain, New York, Nov. 2. The following program was presented: "Percentage Made Practical," Prin. H. W. Van Allen, Amsterdam; Discussion led by Prin. Z. L. Myers, Nelliston; "Regents Credentials," general discussion opened by Prin. E. B. Robbins, Fonda; "How Can we Teach Pupils Economy in Study?" Prin. Wilbur F. Lynch, Amsterdam; Discussion begun by Prin. G. M. Wiley, Palatine Bridge; Report of Committee on Institutes, Prin. Schuyler F. Herron, Canajoharie. Henry Wheaton, president, and Mary E. Smith, secretary-treasurer.

**Niagara.**—The semi-annual meeting of the Niagara County Teachers' Association was held in the new Felton High School. About three hundred teachers from Lockport, Niagara Falls and other places in Niagara county were present. Hon. Dow. Vroman made the principal address. Mr. Vroman was at his best and delivered a scholarly and interesting address. Principal Morelock, of the Lockport High School, and Supt. Drummond, of the South Side schools, also spoke.

**Oneida.**—Miss Grace O'Neill has been elected a teacher in the Rome schools.—Mrs. A. M. Wright has donated to the Waterville High School a large collection of birds' eggs, which has been made by her sons in the years past and which numbers several hundred. The gift will be highly appreciated by the faculty and pupils of the High School.—Miss. Wilhemina S. Abeling, of Massena, has been elected training class teacher in the Boonville High School. She is a successful teacher.

**Onondaga.**—The October meeting of the Onondaga Educational Council was held at Syracuse. A. S. Knapp, of Manlius, president of the council, gave an address, in which he reviewed the work of the council, and what they should accomplish. W. D. Lewis, recently elected vice-president, tendered his resignation on account of duties at the university. Prof. William H. Mace, Ph. D., of Syracuse University, spoke on "Fundamentals in History Teaching." "The teacher's knowledge and the pupil's knowledge of history differ," he said, "and they should differ. There should be a difference in the kind of knowledge. It should be a pedagogical knowledge. The teacher must be the dictator of the thinking knowledge of the pupil. Hence the teacher must have a fundamental knowledge of the science to be taught. The pupil must have an appreciation of the language in which the historic subject is related. But this is only a means to an end. Then the power of imagina-

tion must have its part, so that they can see from the nature of the event of what was transpiring. It is for the teacher to direct his power of imagination. The interest which you arouse in the pupil depends upon your knowledge of the fundamental, and the power to distinguish what really lies behind your subject. Another fundamental which must be understood by the teacher and pupil is that the meaning of history is a moving, growing force and energy. The idea lives and grows. The process of comparison and the process of association must be appealed to." Professor Mace in conclusion spoke of the ideal toward which every teacher should struggle. Principal W. H. Scott, of Porter school, opened the discussion, which was participated in by many of the principals.—Judge A. J. Northrup spoke before the Historical Association of Syracuse University in the history seminar room in the Hall of Languages recently on "Popular Lecturers." Judge Northrup described the period before the Civil war when lyceum lectures were in vogue as a means of popular education. He told reminiscences of famous speakers that he had heard in those days. The annual election of officers of the association followed. The following were elected: President, Prof. A. C. Flick; vice-president, Dix H. Rowland; secretary, Dayton Ellis, '02; assistant secretary, Elwood Shafer, '03; treasurer, John Sadler; assistant treasurer, Miss Ethel Markham, '03; librarian, L. E. Carter, '02; assistant librarians, Miss Lura Emens, '03, and F. H. Edson, '03.

**Orange.**—The annual meeting of the Orange County Teachers' Association was held at Highland Falls. The following was the program: Address of Welcome, Prin. S. H. McIlroy, Highland Falls; Historical Sketch of the Orange County Teachers' Association, Prin. Orville Eichenberg, Monroe; American History, Prin. O. Montrose, Cold Spring; Composition, Miss Blanche M. Harris, Cornwall-on-Hudson; Geography plus Physiography, Miss Elizabeth W. Kipp, Goshen; The Teachers' Problem, Prin. Lincoln R. Long, Walden. Officers of the association: President, Prin. F. C. White, Cornwall-on-Hudson; first vice-president, Miss Mertie N. Osterhout, Middletown; second vice-president, Miss Elizabeth W. Kipp, Goshen; secretary, Prin. Orville Eichenberg, Monroe; treasurer, Miss Sarah W. Snowden, Newburgh.

**Oswego.**—A. D. Miller, ex-principal of the Parish school, has been elected to the superintendency of the schools of Stockport, Ohio.—George C. French, of Mexico, has given \$4,000 to Syracuse University, to found a chair of mathematics as a memorial to his brother, the late Dean John R. French, of that institution.—The Teachers' Association meeting was held in the new school building at Oswego Falls, October 26, 1901. Program: Advanced Reading, Prof. C. D. Hill; Elementary Science, Mr. Lindall; Discipline, Prin. W. S. Gardner; Value of Nature Study, Miss Jennie Robson; Calisthenic Exercise, Miss Williams; Patriotism,

Prin. W. A. Prichard; Primary Work, Miss Holdredge; Arithmetic, Prin. Lockwood; History, F. H. Fullar. C. D. Hill is president of the association. The next meeting will be at Oswego, December 14.

**Schuyler.**—The Schuyler County Teachers' Association met at Watkins, November 2, and discussed the following topics: Aims of Literary Study, Miss Hawse, Miss Knauss and Miss Bower; Geography—Topical Recitations, Miss McClure, Miss Brown, Mr. Touhey and Miss Spaulding; Aims in Teaching Arithmetic, Mr. Probes, Mr. Babcock and Miss Kennedy; United States History, Mr. Howell, Miss MacIntyre and Mr. Burr; Primary Reading, Miss Maloney, Miss Van Doren, Miss Tichenor and Miss Peck; Discipline, Mr. Knowles and Mr. Johnson; How to Teach Patriotism, Miss Mary Halpin, Mr. Burrell and Mrs. Gulick. George R. Lamson, president; Miss E. A. Maloney, vice-president; Miss Carolyn Gaylord, secretary, and Adam Babcock, treasurer, are the officers.

**Ulster.**—The school at Marlborough has been closed on account of small-pox in that village.—The regular meeting of the Teachers' Association of the First Commissioner district, Ulster County, was held at Kingston, Saturday. Principal Myron T. Scudder, of the State Normal School, New Paltz, was on the program. Principal Myron J. Michael, of Kingston Free Academy, Prin. John E. Shull, of Ulster Academy, Principal Franklin P. Coons, of school No. 11, Kingston, Miss Ophelia Risley, of school No. 4, Hurley, and Principal William A. McConnell, of school No. 4, Kingston, were the principal speakers.

**Warren.**—The semi-annual meeting of the Warren County Teachers' Association was held Saturday, October 19, at the High School, Caldwell. "How to Grade the So-Called Graded Schools," led by Supt. Elbert W. Griffith, Glens Falls; Reading and Class Exercise, Supt. W. W. Howe, Whitehall; Composition Work for the Grades, "What and How to Teach," led by Prin. A. J. Matthews, Glens Falls; "What and How to Teach Arithmetic the First Three Years in School," Miss Lillian M. Loveland, Glens Falls; Question Box, Prin. Ezra W. Benedict, Warrensburg. The executive committee of the association is composed of Principal C. Keller, Luzerne, president; Miss Marian C. Smith, Chestertown, secretary; Commissioner Loyal L. Davis, Commissioner Fred W. Allen, and Principal George C. Perry, Caldwell.

**Westchester.**—The fall meeting of the Westchester County Teachers' Association was held on Saturday, November 2, in the High School Building, Portchester. Following is the program: Talk on Geography and Methods of Presenting Work, Miss L. Connolly; Address, "What the Business Man has a Right to Expect of the Schools," Mr. Dill, LL. D.; Address, "Common Things in School Life," Supt. Chas. E. Gorton. E. G. Lantman, president of the association, and R. A. McDonald, secretary.

## GREATER NEW YORK

An examination of applicants for admission to the Training Schools for Teachers of the City of New York will be conducted by the City Superintendent of Schools on Monday, Wednesday, Thursday and Friday, January 6, 8, 9 and 10, 1902, commencing at 9:15 a. m., as follows: For admission to the New York Training School for Teachers, Boroughs of Manhattan and the Bronx, at the Training School for Teachers, 119th Street, near Second Avenue. For admission to the Brooklyn Training School for Teachers, at the Training School for Teachers, Ryerson Street, near Myrtle Avenue, Brooklyn.

**Manhattan.**—The report of Supt. John Jasper for the opening weeks of the school year is of interest. It shows some of the conditions that most need a remedy: Attendance of pupils on June 28, 223,853; attendance of pupils September 27, 246,980; average attendance for three weeks ending September 27, 239,226; number of classes September 27: whole day, 5,473, part time, 374; register of pupils at close of school September 27, 265,947; number of regular teachers, including principals, present September 27, 5,951; number of children on waiting list at close of school September 27, 3,720; number of children in part-time classes September 27, 19,309; number of vacant sittings at close of school September 27, 23,044.—The Primary Teachers' Association has elected the following officers: President, Marguerite A. Elger; secretary, Margaret G. Dugan; treasurer, Anna M. McGean.—Prin. William J. O'Shea has been elected principal of the new school No. 171.—More than one hundred teachers have resigned in the Boroughs of Manhattan and Bronx during the summer vacation.—The October meeting of the New York Schoolmaster's Club, was held at the Hotel Dennis. Rev. Charles Townsend, of Orange, N. J., and State Superintendent of Public Instruction, Charles R. Skinner were on the program. Supt. Skinner's address was upon the topic: "The Relation of the School to the Fostering of Patriotism and the Prevention of Anarchy."—The meeting of the Primary Teachers' Association was addressed by Dr. James Lee, associate superintendent, upon the subject "Skill in Class-Room Questioning."—If the ante-election promises of the mayor-elect of Greater New York regarding the schools are carried out, the schools will be well taken care of.—The first regular meeting of the New York Educational Council was held October 19th. Supt. Andrew W. Edson, of New York, addressed the council on "School Inspection—Purpose, Methods, Results." Supt. I. E. Young, of New Rochelle, opened the discussion on the first sub-division—Purpose. Prin. Henry E. Harris, Bayonne, N. J., opened the discussion on the second part—Methods. Supt. F. E. Spaulding, Passaic, N. J., opened the discussion on the last—Result. Thomas O Baker, secretary; William M. Swingle, president—Henry E. Jenkins has been installed as principal of school No. 125; Miss Elizabeth T. Hofer, of school No. 140; Dr. W. P. McCarthy,

of school No. 63; Miss Ellen Murray, of school No. 12, and Thomas J. Boyle, as principal of the boys' department of school No. 75.—A special committee has been appointed to present the names of possible successors of Seth Low, late president of Columbia University, to the permanent presidency of that institution. Among prominent candidates are the present acting president, Nicholas Murray Butler, and Dr. George E. Vincent, of Chicago.—A strong effort will be made to combine classes in such a manner as to give each child a full day in school.—Schools number 83 and 172 have recently passed through an experience that shows how hopeless would be the rescue of a crowded city school without an efficient and systematic fire drill. Fire broke out recently in these buildings, filling the rooms and halls with smoke. In three minutes after the gong sounded, in each case the building was emptied of pupils and teachers. The exit was as orderly as it was rapid.—Magnus Gross has been installed as president of the New York City Teachers' Association, at a meeting held in the chapel of the Normal College. The exercises were purely formal. Mr. Gross and the retiring president, Dr. W. L. Ettinger, made addresses which were brief and formal. Mr. Gross is the principal of the school at Eightieth street and Madison avenue.—The fourth regular meeting of the New York Association of High School Teachers of German was held at the rooms of the School of Pedagogy, New York University, Washington Square, October 19. Address by Prof. Lawrence A. McLouth, of New York University, on "Teaching Literature in the Secondary Schools."—There is a registry of 755 at the Teachers' College. The registration for 1900 was 616.—The general Topic for discussion at the first dinner of the Male Teachers' Association, Saturday, October 26, was "The Elementary School as a Preparation for the High School." The discussion was led by Superintendent John Jasper, Associate Superintendents Lee and Straubemuller, Dr. Buchanan, of De Witt Clinton High School, Dr. William J. O'Shea and Mr. Magnus Gross.—The marriage of Miss Jessie McDonald, a teacher in No. 97, at Westchester, and Russell Doubleday, of the publishing house of Doubleday, Page & Co., was solemnized recently.

**Brooklyn.**—Associate Superintendent John H. Walsh has been elected superintendent of schools of the Borough of Brooklyn, to fill the vacancy caused by the death of Superintendent Edward G. Ward. He has long been associated with the Brooklyn schools.—Miss Angela A. M. Keyes, a teacher of English in the Eastern District High School, has been elected a teacher of English in the Training School for Teachers.—The board of education has arranged for one free lecture per week.—The Brooklyn Citizen speaks of Dr. William McAndrews in this manner: "When the energetic and able William McAndrew is advanced from the principalship of Public School No. 44 to the principalship of a high school or to an associate superintendency he will leave behind him a school building filled with beautiful pic-

tures and a selection of lantern slides that are certain to be the envy of the entire school system." Then goes on to explain that he has secured the co-operation of about one hundred patrons of his school to help him work out his ambition to beautify the school building with pictures and provide lantern slides for the purpose of illustrated lessons.—The opening conference on the teaching of geography in the schools of Brooklyn was largely attended. These conferences are under direction of the Brooklyn Institute, department of geography, of which Dr. William McAndrew is president. The addresses were none of them more than ten minutes in length, to the point, and the conference was an animated one, in which a number took part, for the chairman allowed no stagnation. Miss Lucilla E. Smith, of the Brooklyn Training School for Teachers, made the first address on the correlation of the diversions of geography. "Use of Illustrative Material in Class Rooms" was ably handled by Dr. James Cruikshank, secretary of the Council of the Brooklyn Institute. Dr. John Mickleborough, principal of the Boys' High School, the institute lecturer on geography, next spoke on map drawings as an aid in teaching geography and history.—The board of education have completed plans for a new school building on Leonard Street, between McKibbin and Boerum Streets. This is in one of the most congested sections of Brooklyn.

**Queens.**—At its first meeting for the fall the Queens borough Teachers' Association elected Dr. Charles Jesup Jennings, principal of the Jamaica High School, as president, succeeding Dr. Matthew D. Quinn, of Long Island City. Other officers were: Miss Julia Greene, of Long Island City, and Dr. Fred H. Meade, of Winfield, second vice-presidents; B. H. Thorpe, of Jamaica, corresponding secretary; Edward M. Hopkins, of Long Island City, treasurer; Principal Delamain, of College Point, a member of the board of directors. Dr. Walter B. Gunnison, of Brooklyn, and Supt. E. L. Stevens, addressed the association.

**Richmond.**—Plans for the new building of High School No. 1 have been made and provide for an up-to-date school building, fire-proof, three stories in height, and constructed of gray brick with terra cotta trimmings. The style is what is known as English collegiate, and the principal feature is a central tower 112 feet high, and rising a short distance above the main roof.

#### IN THE STATE SUPERINTENDENT'S OFFICE

State Superintendent of Public Instruction, Charles R. Skinner, has issued college graduate certificates, good for life in this state, to the following-named persons: Fanny Thompson Pendleton, Hornellsville, Wellesley College, 1891; Emilie Jenny Goulding, Syracuse, Syracuse University, 1895; Sarah Tumim, Syracuse, Syracuse University, 1896; Florence Louise

Williams, Le Roy, Cornell University, 1898; Robert Burt Searle, Jordan, Hamilton College, 1898; Susan E. Van Wert, Cooperstown, N. Y., Cornell University, 1898; Belle Florence Briggs, Owego, N. Y., Smith College, 1898; Harry C. Plum, Cherry Valley, N. Y., Harvard University, 1897; Edith Reed, Troy, N. Y., Cornell University, 1898; Emma C. Robinson, Mount Vernon, N. Y., St. Lawrence University, 1896; Florence M. Crosby, New Rochelle, N. Y., Vassar College, 1897; Blanche B. Richens, Auburn, N. Y., Cornell University, 1896; Alice M. Buss, Amsterdam, N. Y., Wellesley College, 1898; Grace H. Floyd, Binghamton, Women's College, Baltimore, Md., 1898.

He also granted a college graduate certificate, good for three years, to Dora Kenyon, Alfred, N. Y., Alfred University, 1898.

Supt. Charles R. Skinner, of the department of public instruction, has given another decision affecting the long continued school trouble of Kingston. In July last a petition was presented to the department, showing that the school building where the annual school meetings of district No. 3 had formerly been held, was entirely inadequate for the purposes, and in view of this, much disorder had always resulted at the meetings. The superintendent made an order directing that the next meeting should be held in Griffith's hall, a more commodious meeting place. This order resulted in the holding of two meetings, and the election of two sets of trustees, the old board of trustees ignoring the order and holding a meeting again in the school building, while over 300 electors met in Griffith's hall. George A. Kerr and others took an appeal to the superintendent from the proceedings of the meeting held in the school-house, and the whole subject of the troubles of the district was once again brought up for review. Supt. Skinner sets aside the elections of the rival board of trustees for irregularities, but instead of ordering a new election, which, he thinks, would bring a repetition of the folly, as the old trustees had once refused to obey his order designating a place for the holding of the school meeting, the superintendent directs that the provisions of the consolidated school law should prevail, and the old school district officers shall hold over. In his decision, he says that the Kingston schools should be put under control of a city board of education, and he trusts that before another school district meeting shall be held in the district that some legislation will have been enacted, which will permanently correct the evils existing in the whole school system of the city.

#### UNIVERSITY OF THE STATE OF NEW YORK

*Authorized announcements. November, 1901*

**General.** During the last fiscal year the receipts from the sale of publications show an increase of about fifty per cent. over those of the preceding year.

On Friday, November 8, Secretary Parsons is to give an address before the Massachusetts Superintendents' Association at Springfield, on "State Supervision of Education in New York."

## COLLEGE AND HIGH SCHOOL

*Medical.* In September the first medical examinations were held under the law as amended in 1901, permitting candidates, after two years' study of medicine, to take the tests in anatomy, in physiology and hygiene and in chemistry. Only five per cent. of the candidates who took the divided examinations failed, as contrasted with twenty-two per cent. of those who took all subjects.

At a joint meeting of the medical boards held in New York city, October 16, a resolution was unanimously adopted requesting the legislative committee of the State medical societies to secure the following amendments to the medical law:

1. To reduce the age limit required for entering the divided medical examinations in anatomy, in physiology and hygiene and in chemistry from twenty-one to nineteen years.

2. To grant an allowance of one year in term of study for the medical degree to graduates of college courses registered by the Regents as maintaining proper standards.

On motion of Dr. Ely, representing the Medical Society of the State of New York, Dr. J. M. Lee, of Rochester, the president of the Homoeopathic Board of Examiners, was elected chairman of the joint meeting.

*Inspection.* Requests for the approval of eighty-one laboratory courses in science have been received from secondary schools. The regular work of inspection is farther advanced than ever before at this time of the year.

## STATE LIBRARY AND HOME EDUCATION

*Growth of library.* The library began the new fiscal year with 320,858 volumes in its working collections, an increase during the year of 15,381, of which 7,865 (or more than half) were gifts and exchanges. This growth and the personal interest evidenced by the many gifts are most gratifying, yet accessions requiring yearly a mile of new shelving necessarily presents an embarrassing problem to a library with already overtaxed shelf capacity. A partial temporary solution has been found by boxing all duplicates and storing them outside the capitol.

The report just issued shows that gifts to the library in three years amounted to 22,481 volumes, 277,046 pamphlets and 13,823 broadsides, programs and similar matter, a total of 313,350 pieces, exclusive of 578,940 State publications, which made a grand total of 911,868 pieces, either to be recorded, classified, bound and shelved as part of the permanent collection, or to be sorted, packed, labeled and shipped to the 5,000 depositories on the university mailing and exchange lists, or to be stored away for future needs.

*Publications.* Since June six bulletins in the State library bibliography series have been issued. Bibliography 26 and 27 are bound together and contain 90 pages; price, 15c. Bibliography 26 (66 pages), *Frobel and the kindergarten*, aims to cover everything published in English, including kindergarten periodicals, parts of books and scattered articles. Bibliography 27 (24 pages), *Reading list for children's librarians*, includes not only those books and articles on library administration, but also those on elementary principles of psychology, ethics, sociology and education.

tion for the benefit of librarians who undertake, without the advantage of pedagogic training, "the responsible task of influencing young readers at the most impressionable time of their lives." Bibliography 28, *Reference list on Maine local history* (148 pages, price postpaid 20c.), shows the resources of the New York State and the Bowdoin College library. Bibliography 29 (32 pages, price postpaid 10c.), *A selection from the best books of 1900*, with notes, is an annotated list of 250 books published in the United States in 1900, selected by the book board of New York State library and recommended to the public libraries of the State. To aid in choosing small collections of new books, three classes are marked: books marked *a*, of which there are twenty, are suggested to libraries which must confine their additions within narrow limits; thirty others marked *b*, to be added to those marked *a*, are also proposed to libraries prepared to buy fifty books; and fifty more marked *c* may be added to *a* and *b* to make up 100 books. Bibliography 30 (82 pages, price postpaid 15c.), *Class list of \$500 library recommended for schools*, is intended as a guide for secondary schools and assumes that an average discount of one-third will be obtained except in case of a few net books. To the general list is appended a selection of desirable editions of books required in regents courses in English, American, German, French and Spanish literature, in which are included both library and school editions, with mention of many excellent cheap editions in paper such as students can afford to buy.

Beginning with bibliography 31 (36 pages, price 10c.), *Monopolies and trusts in America, 1895-99*, which is the first number of volume 3, these bulletins are for economy reduced to State document size.

Library school bulletin 9 (66 pages, price 15c.), *Hand-book of New York State library school*, including summer course and library handwriting, is a revision of the three library school circulars of information formerly issued separately in small size.

Home education bulletin 40 (158 pages, price 25c.), *Traveling libraries*, in "Field and future of traveling libraries," by Melvil Dewey, outlines the various phases of this movement and suggests new applications of the traveling library principle. "The summary of New York and other traveling library systems," by Myrtilla Avery, explains in detail the administrative methods and appliances of the New York State system, and gives the most authentic information obtainable on every known traveling library system in any part of the world. The suggestions and information in this bulletin are nowhere else obtainable in any one place, and therefore make it the leading authority and best reference book on this subject.

*Books for the blind.* During the past year the following books have been published in New York point by the New York State library:

Muir. Adventure with a dog and a glacier.

Hale, Rev. E. E. The man without a country. Brown, Helen Dawes. Little Miss Phoebe Gay. Parkman. Frontenac and New France.

Bryce, James. William Ewart Gladstone.

Jewett, Sarah Orne. The queen's twin and other stories.

Crawford, Francis Marion. Via Crucis.

Slocum, Capt. Joshua. Sailing alone around the world.

This addition to their literature is much appreciated by blind readers in New York, and a considerable number of orders for the books have been received from institutions and libraries for the blind outside the State. So large a proportion of the books previously printed for the blind has been older standard literature that the best of the current books are warmly welcomed.

*Library school.* The New York State library school alumni association, with the advice of the faculty, makes a yearly gift to the school of a course of lectures on some subject of practical value by a librarian of recognized standing. In accordance with the new plan of making the alumni lectures available in print, those of 1901 on *Classification*, by Ernest Cushing Richardson, librarian of Princeton University, have been issued by Scribner in an attractive duodecimo volume of 248 pages. A most valuable feature of the work is a classified bibliography of the subject covering 146 pages and referring to articles of even a page or less in length.

### ASSOCIATION OF SCHOOL BOARDS

The meeting of the State Association of School Boards was held in connection with the State Council of School Superintendents, at Auburn. Albany was chosen as the place of holding the next meeting. The following officers were elected: President, George B. Turner, Auburn; first vice-president, Benjamin Hammond, Fishkill; second vice-president, Mrs. Helen M. Greenhow, Hornellsville; third vice-president, Thomas H. Bennett, Canandaigua; fourth vice-president, H. D. Fearon, Oneida; fifth vice-president, C. W. Hewitt, Gouverneur; treasurer, John Garvey, Frankfort; executive committee, Dr. H. Ernest Schmid, White Plains; W. A. Choate, Brookview; A. A. Bradley, Lockport; A. C. Tuxbury, North Tonawanda; James R. Hogan, Saranac Lake.

The Council of School Superintendents will also meet at Albany. They have elected the following officers: President, J. C. Norris, Canandaigua; vice-president, Edwin S. Harris, Poughkeepsie; secretary and treasurer, F. J. Sagendorph, Hudson.

### REORGANIZATION OF THE 1905 SYLLABUS COMMITTEE COMPLETED

The Regents' 1905 Syllabus committee has about completed its reorganization. The work, until the 1905 edition is issued, will be in charge of a much larger number of principals and ex-principals than has heretofore been the custom. The names of the various sub-committees, their present membership, with a brief outline of the proposed work follows:

#### Syllabus Committee.

F. D. Boynton, chairman, superintendent of schools, Ithaca; W. B. Gunnison, principal

Erasmus High School, Brooklyn; David Eugene Smith, Teachers' College, New York; E. W. Lyttle, Regents' office, Albany; T. B. Lovell, principal High School, Niagara Falls; D. L. Bardwell, superintendent of schools, Binghamton; F. S. Fosdick, principal Masten Park High School, Buffalo; C. C. Gaines, president Eastman's Business College, Poughkeepsie; F. H. Wood, Department of Public Instruction, Albany.

#### Sub-Committees:

Classics—Principal Walter B. Gunnison, chairman, Brooklyn; Superintendent A. B. Blodgett, Syracuse; Professor C. K. Gaines, St. Lawrence University, Canton; Mr. Harry F. Towle, Boys' High School, Brooklyn; Principal A. L. Goodrich, High School, Utica.

Mathematics—Professor David Eugene Smith, Chairman, Teachers' College; Principal Percy I. Bugbee, Oneonta; Superintendent C. B. Gilbert, Rochester; Mr. L. L. Jackson, Normal School, Brockport; Mr. Eugene P. Sisson, Colgate Academy, Hamilton.

History—Eugene W. Lyttle, Chairman, Albany; Professor Lucy M. Salmon, Vassar College; Superintendent Leigh R. Hunt, Corning; Principal E. E. Smith, Cambridge; Superintendent H. J. Walter, Waverly.

English—Principal Thomas B. Lovell, Chairman, Niagara Falls; Professor James Morgan Hart, Cornell University; Professor Brainerd Kellogg, Polytechnic, Brooklyn; Superintendent John Kennedy, Batavia; Principal Arthur Marvin, Schenectady.

Science—Superintendent D. L. Bardwell, chairman, Binghamton; Professor Le Roy C. Cooley, Vassar College; Professor R. E. Dodge, Teachers' College; Principal John T. Buchanan, DeWitt Clinton High School, N. Y. City; E. R. Whitney, High School, Binghamton.

Modern Languages—Principal F. S. Fosdick, chairman, Buffalo; Principal F. D. Blakeslee, Cazenovia; Superintendent T. H. Armstrong, Medina; Professor Richard W. Moore, Colgate University; Miss Clara E. Schouten, Normal School, Potsdam.

Commercial—President C. C. Gaines, chairman, Poughkeepsie; Hollis E. Dann, High School, Ithaca; Principal Myron T. Scudder, New Paltz; President Charles E. Sprague, Union Dime Savings Bank, N. Y. City; Warren L. Starkey, Erasmus Hall High School.

Preliminaries—Frank H. Wood, chairman, Albany; Superintendent George Griffith, Utica; Superintendent H. P. Emerson, Buffalo; Principal O. H. Burritt, Malone; Principal W. J. Deans, Palmyra.

The plan contemplates that each sub-committee devote its attention to the study of education in this and other states and countries having in view the particular field covered by itself. The syllabus committee holds a business session during the holiday conference; sub-committees meet subject to the call of their respective chairmen. When called upon, by the Executive Committee of the Academic Principals, the committee will present an abstract of its work to the conference. The

methods of consulting and keeping the principals advised of its work by means of letters, circulars and published reports heretofore used are to be continued.

In the re-organization of the committee, an attempt has been made to have all the educational activities of the state represented—the university, college, normal school, high school, city superintendent, department teacher, union school, academy, and both departments of administration at Albany. It is expected that each sub-committee will prepare a bibliography, these, together with the various reports from the sub-committees, to be published with the final recommendations. The co-operation of all interested in the educational development of our state is asked.

### VASSAR COLLEGE

President Taylor, Professor Dwight and Professor Laura J. Wylie, were the Vassar delegates to the Yale Be-Centennial Celebration. Dr. Taylor brought back the bronze medal, struck in commemoration of the event and given to each college.

Professor Leach, who is president of the Associate Collegiate Alumnae, attended the meeting in Buffalo during the past month.

Miss Macudy, of the Greek department, has been re-elected to the Board of Associates of Radcliffe College.

During the past month Professor Mickelson, of Chicago University, gave a lecture on "Light waves," and Mr. G. Lowes Dickinson, of King's College, Cambridge, visited Vassar and lectured on "Australia, the new commonwealth."

### TEACHING A COUNTRY SCHOOL.

It's up at dawn in the morning  
With breakfast at half-past five,  
Of pork, potatoes and coffee—  
It's eat them to keep alive.

It's walking to school through grasses  
The poet calls dew-impearled,  
But poetry loses its magic,  
In the dew and the damp and the cold.

It's hearing the reading classes,  
It's "setting copies" to write,  
It's keeping watch at recesses  
And stopping the boys who fight.

It's patiently hearing forever—  
"A cat" and "The fat red hen;"  
It's showing Jack to make figures  
And Susie to hold her pen.

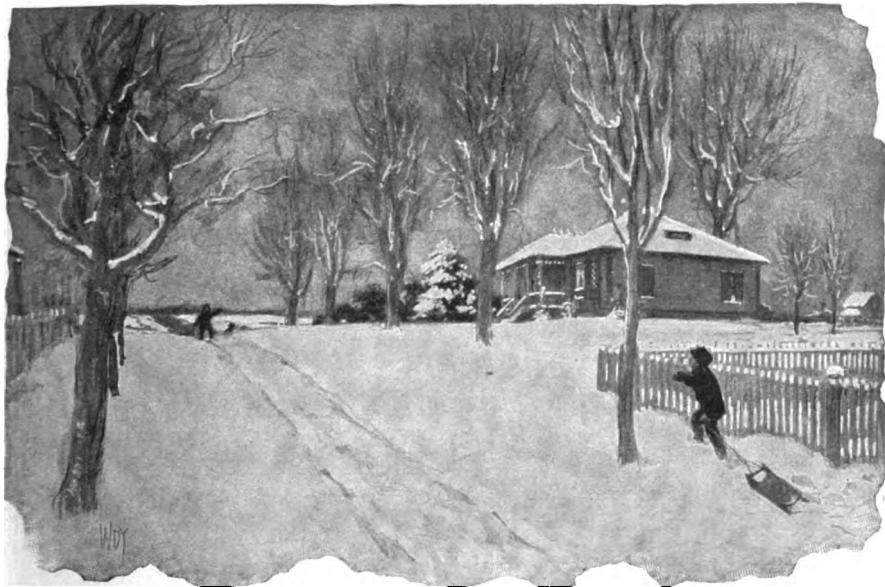
It's trying to see in their scrawlings  
A promise of future success,  
A teaching and training and drilling  
And leaving with God the rest:

It's going home at sunset,  
Ofttimes with a heavy heart—  
With the tear of some undone duty,  
Of not having done your part.

It's a round of weary duties,  
Of lying awake at night,  
Thinking of plans without number  
And trying to tell which is right.

It's closing your eyes in slumber  
With a thought of the day that is done,  
Feeling you've tried to do something  
For some of God's little ones.

—Normal Echo.



"HURRAH FOR THE SNOW!"

From Holton's Primer.

Courtesy Rand, McNally Co.

## NEW YORK CITY EXAMINATION QUESTIONS

### License No. 1

The following are the questions in several examination papers for license No. 1 in June last, given by the Board of Examiners, New York city. This is the examination for the license qualifying a teacher for appointment in New York schools:

#### METHODS OF TEACHING

Time, three hours.

##### 1. THE SHELL

The tiny shell is forlorn,  
Void of the little living will  
That made it stir on the shore.  
Did he stand at the diamond door  
Of his house in a rainbow frill?  
Did he push when he was uncured  
A golden foot or a fairy horn  
Thro' his dim water-world?

—Tennyson.

(a) State three difficulties children might find in understanding the above passage. ('). (b) Describe how you would remove each of the difficulties stated. ('). (c) State in detail how you would help pupils to read aloud so as to convey the meaning of the passage. (').

##### 2. PUFF AND THE BABY

When Puff was near the  
baby here would wiggle  
out of anyone's arms.  
One day the baby was  
lying on the sofa,  
sleeping. Puff always went  
Nearer, and, nearer  
till he touched her nose.  
The baby was crazy  
for Puff. Puff was a little  
terrier. Puff had long  
hair.

*(Written by a pupil of the third school year.)*

(a) State three classes of faults in the above composition. ('). (b) A teacher corrects the mistakes and returns the composition to be re-written. State, with reasons, what faults you find in this method. ('). (c) How would you lead pupils to avoid each of the faults stated in answer to (a)? (').

3. Describe in detail (using an example) a good method for teaching how to multiply by a number of two digits. (').

4. State the advantages or disadvantages of each of the following methods: (').

a) Indicating, before a question is given, the pupil to be called on. (b) Looking fixedly at one who is answering or reading in class. (c) Using objects during a review. (d) Having pupils in class formulate the problems in arithmetic. (e) Having pupils correct one another's spelling exercises.

5. A result is given of a pupil's effort to draw a decorative stamp and title space for a book-cover (using the fleur-de-lis).

(a) Criticise the design. ('). (b) State how

you would aid the pupil to correct it. ('). (c) Draw the design properly, full size, 6½" x 9". (').

6. Give four topics in geography which a teacher might treat in connection with a shower of rain. In relation to each give a question designed to lead the children to observe and to think. (').

#### HISTORY AND PRINCIPLES OF EDUCATION

Time, two hours.

1. Explain the terms (a) "learning through self-activity;" (b) "things before words;" (c) "mental discipline;" (d) "harmonious development;" (e) "method-whole." (').

2. (a) What is meant by "natural punishment?" Illustrate. Give an illustration of its non-applicability. ('). (b) What did Rousseau mean by "education according to nature?" Describe or illustrate a method of instruction that you regard as not "according to nature." ('). (c) What is meant by "inductive teaching?" Illustrate inductive teaching with reference to the idea of a transitive verb. Illustrate deductive teaching of the same idea. (').

3. (a) State, with reasons, whether the maxim "from the simple to the complex" is identical with "from the known to the unknown." Illustrate. ('). (b) Reconcile the maxim "from the whole to its parts" with "from the simple to the complex." Illustrate. (').

4. "Now, in training the child the spontaneous attention must be rallied to the support of the volitional, which is weak, or rather does not at first exist at all; but as the time goes on, the volitional attention should grow and become more and more independent of the spontaneous."—*Hinsdale*. Describe the two kinds of attention here mentioned. ('). Give an illustration of the process mentioned in the first statement. ('). Give a reason for the truth of the second statement. (').

History and Principles of Education, June 18th:  
Time, two hours.

1. (a) What was the Revival of Learning? When and why did it take place? ('). (b) What were the subjects of instruction in the schools of Europe at time of the Revival of Learning? ('). (c) Mention three changes or reforms advocated by those who sought to improve upon the system of instruction referred to in (b). (').

2. (a) State a principle that should be followed by the teacher in developing a faculty of the mind. ('). (b) Show by an illustration how this principle applies to the cultivation of the imagination; of the power of observation. (').

3. (a) Explain how interest aids in the act of learning. ('). (b) Give three ways in which interest may be maintained. ('). (c) Describe three faults through which the teacher may lose the attention of the pupils. (').

4. "Teaching is bringing knowledge into due relation with the mind."—*Hinsdale*. (a) Give two requisite qualifications of a teacher that are suggested in this statement. ('). (b) Explain the expression "bringing into due relation," ('), and illustrate what is meant by it. (').

The following paper was given on June 18, 1901:  
Time, three hours.

### I. FAIRY SONG

Over hill, over dale,  
Through bush, through brier,  
Over park, over pale,  
Through flood, through fire,  
I do wander everywhere,  
Swifter than the moon's sphere;  
And I serve the fairy queen,  
To dew her orbs upon the green.  
The cowslips tall her pensioner's be;  
In their gold coats spots you see;  
Those be rubies—fairy favors,  
In those freckles live their savors.  
I must go seek some dew-drons here,  
And hang a pearl in every cowslip's ear.  
—Shakespeare.

- (a) State three difficulties children might find in reading understandingly the above passage. (\*).  
(b) Describe how you would remove each of the difficulties stated. (\*). (c) State two phonetic difficulties met by young children in reading, and state in detail how you would overcome each difficulty. (\*).

### 2. FROM TADPOLE TO FROG

In the spring of the year, the frog lays her eggs. in the inside of the egg is a black speck, and in two or three weak little tadpoles come out of them, they have a round head, and a tail on one side, they are one half a inch long, they have pink threads by the side of the neck, then they begin to grow and grow, then two legs come out in the back of them, they join on to the tail, and in few more days they get two more legs in the back of their eyes, then lungs begin to grow in the inside if them and the gills begin to shrinks and shrinks till the tadpoles lungs are all grown then the gills shrink all away, then there come another change the tadpoles tails shrinks and shrinks till at last it all shrinks away then the tadpoles is a perfect frog! If the mother frog lays her eggs in summer they will grow very soon, but if the mother lays her eggs in winter it will take an awful long time before they grow.

- (a) State three classes of faults in the above composition, and state at least one probable cause of each fault. (\*). (b) A teacher corrects the mistakes and returns the composition to be re-written. State, with reasons, what faults you find in this method. (\*). (c) Describe in detail how you would improve composition work along the lines of sentence construction. (\*).

3. A child solves the example, "For the purpose of meeting each other John walked  $3\frac{1}{2}$  miles and William walked  $2\frac{3}{4}$  miles. What was the total number of miles covered?" thus:

$$\begin{aligned} 3\frac{1}{2} &= \frac{7}{4} \\ 2\frac{3}{4} &= \frac{11}{4} \\ \frac{11}{4} + \frac{7}{4} &= \frac{18}{4} = 4 \end{aligned}$$

Miles Ans.

- (a) State the mistakes made. (\*). (b) Describe how you would lead the child to solve the problem. (\*).

4. An exercise in drawing given a fourth-year pupil was:

To make a drawing of a paper box, 6 in. x 4 in. x 4 in. of the shape of a rectangular prism, placed a

foot below the eye, five feet in front, and two feet to the right. Drawings given.

(a) Specify in what particulars each of these drawings is defective. (\*). (b) State how in each case you would lead the child to avoid his mistakes. (\*). (c) Draw in detail some visible object, shaped wholly or in part like a rectangular prism. (\*).

5. State briefly the advantages or disadvantages of each of the following methods: (\*).

(a) Questioning pupils in rotation. (b) Repeating a question. (c) Paying most attention to the smartest or dullest pupils in a class. (d) Breaking off an answer before completion and asking another pupil to continue. (e) Compelling pupils to write a certain number of times words that they have misspelled.

6. (a) What are the causes of each of the following faults in penmanship: (\*).

Wrong formation of letters; Want of uniformity in slant; Making the same mistake down a whole page of a copy-book; Cramped writing; Excessively slow writing. (b) How would you lead children to remedy these faults? (\*).

### BOOK NOTICES

#### Ginn & Company

A HISTORY AND DESCRIPTIONS OF ROMAN POLITICAL INSTITUTIONS, by Frank Frost Abbott. Ginn & Company, Boston.

A book intended as an introduction to the further and more thorough study of this important and interesting subject. The work of the author is clear, concise and logical. The description, which is indeed a fair exposition of the principles, development and results of the political institutions of the Romans, follows the history of their establishment.

THE STARS IN SONG AND LEGEND, by Jermain G. Porter, Ph. D. Ginn & Company.

It is peculiarly interesting to know the stories the stars have told the peoples of our planet during the days of distant past. From all parts of the world these legends have come. The author has made good use of them; and has made from them a very interesting and valuable little volume.

#### Silver, Burdett & Company

SONGS OF HAPPY LIFE, by Sarah J. Eddy. Silver, Burdett & Company, New York.

A very worthy collection of songs for morning and other exercises of the school room. The selections are made with the object of enlisting the sympathies of the child with nature and the humane treatment of birds and animals.

THE ARNOLD PRIMER, by Sarah Louise Arnold. Silver Burdett & Company, New York and Boston.

The editor would be willing to go back to primer days if he might own and "thumb" an Arnold Primer. It is a jewel, and will interest

even the most languid child. That the author is Sarah Louise Arnold is a guarantee that the book is sensible and logical.

**ASGARD STORIES**, by Mary H. Foster and Mabel H. Cummings. Silver, Burdett & Company, New York.

A book of delightful tales of the old Norse mythology, well selected and well written. The authors have shown in this little volume that the legendary tales of this sturdy people of the northland are as beautiful and interesting to the young reader as the myths and legends of ancient Greece.

The Silver Series of English and American Classics, published by Silver, Burdett & Company, New York, is worthy the attention of teachers. The selections included in this list are carefully made, and edited by writers of repute. We have examined Macaulay's *Lays of Ancient Rome*, *The Holy Grail*, by Tennyson: *Selected Poems*, Burns; and *Selected Essays* of Charles Lamb. The sketches of the lives of the authors, and the complete annotations are especially strong features.

**FORENSIC DECLAMATIONS**, edited by A. Howry Espenshade, M. A., Instructor in Rhetoric and Elocution in the Pennsylvania State College. Silver, Burdett & Company, New York city.

More than one hundred selections, taken from the speeches of the great orators of all times, and covering a variety of subjects. It is a book that is of value, not alone to the elocutionist and debater, but to the teacher of rhetoric and English. The selections are entirely prose, and the best variety of such that we have seen.

**FRESHMAN ENGLISH AND THEME-CORRECTING IN HARVARD COLLEGE**, by C. T. Copeland, Lecturer on English Literature, and H. M. Rideout, Instructor in English, Harvard University. Silver, Burdett & Company.

The instructors in English at Harvard College have developed a unique system of instruction and training in composition, with results so successful that the Harvard course in daily themes has become widely known and is copied by teachers in high schools and colleges all over the country. These teachers have learned how the work is conducted at Harvard by hearsay, or by taking the course in the college or in the Summer school, where the theme courses are among the most popular. To these teachers and to all who are concerned with English composition work, it will be a matter of interest to help to know that the Harvard methods have been described in a definite and practical manner, in this compact little volume.

#### American Book Company

**CIVICS FOR NEW YORK STATE**, by Charles DeForest Hoxie. American Book Company.

Among New York State teachers this book should be very popular. It is a clear, concise exposition of the forms and workings of the several governments, local, State and national. The simple, direct style of the author makes the subject easily comprehended.

**NEW EDUCATION READERS—BOOK IV**, by A. J. Demarest, Superintendent of Public Instruction, Hoboken, N. J., and William M. Van Sickle, Superintendent of Schools, North Bergen, N. J.. American Book Company, New York.

We are pleased to call the attention of our readers to this book. The selection of reading matter has been well made, and is as interesting as it is sensible. We feel sure that a child will be lead to read and appreciate good literature from study of this book.

**MUZZARELLI'S BRIEF FRENCH COURSE**. Prepared in Conformity with the New Laws of Syntax promulgated by the French Government, March 11, 1901. By Antoine Muzzarelli. American Book Company, New York, Cincinnati, and Chicago.

This work is prepared on the same general lines as the author's well-known and popular two-volume Academic French Course, and aims at clearness combined with completeness and thoroughness. The grammatical topics discussed have been widely chosen, and all matters of primary importance are fully treated. The exercises in reading and writing French furnish abundant practice on all points of syntax.

#### D. C. Heath & Company

**LICHENSTEIN**, edited by Frank Vogel. D. C. Heath & Company, Boston.

A well-annotated edition of the historical German novel. The author's abridgement does not impair the essential features of the story.

**HEATH'S HOME AND SCHOOL CLASSICS**, published by D. C. Heath & Company, Boston and New York, are too well known among teachers to need an extended reference.

These books are bound in both paper and cloth, at a very low price. The authors are well-known writers and the stories are very carefully edited.

#### T. Y. Crowell & Company

**THE LITTLE CAVE DWELLERS**, by Ella Farman Pratt; **LITTLE SKY HIGH BELOW STAIRS**, by Hezekiah Butterworth; **IN THE POVERTY YEAR**, by Marian Douglas; **LITTLE DICK'S SON**, by Kate Gannett Wells; **THE CHILDREN OF THE VALLEY**, by Harriet Prescott Spofford; **MARCI AND THE MAYOR**, by J. L. Harbour; **THE FLAT-IRON AND THE RED CLOAK**, by Abby Morton Diaz, and **HOW DEXTER PAID HIS WAY**, by Kate Upson Clark, are a set of juvenile books published by Thomas Y. Crowell & Co., New York. There is not a book in the list but what will delight the heart of a child. They are from the pens of well-known authors, and are well-printed and bound.

**TALKS WITH GREAT WORKERS**, by Dr. Orison Swett Marden. T. Y. Crowell & Co., New York.

Few men have inspired the young of his generation as has Dr. Orison Swett Marden, the brilliant editor of *Success*. His books are

# A Wholesome Tonic Horsford's Acid Phosphate

Taken when you are tired and completely worn out, can't sleep and have no appetite, it imparts new life and vigor to both brain and body by supplying the needed tonic and nerve food.

## A Tonic for Debilitated Men and Women.

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of incalculable value, and this one is no exception. It embodies exactly what its title indicates, practical analyses of the successes of men who have accomplished great things.

### Miscellaneous

The popularity of the Werner School Book Company's publications is shown by the large number of cities adopting them. "From Boston to Cripple Creek" is a significant heading for the list of large places in which adoptions have been made.

Thomas R. Shewell & Co., Educational Publishers, announce their removal from 68 Chauncy St., to 147 Sumner St., corner of South. They will be pleased to welcome their many patrons at their new and commodious quarters, and assure them of the same courteous attention that they have received in the past.

**ELEMENTARY EXPERIMENTAL CHEMISTRY**, by W. F. Watson, A. M. A. S. Barnes & Company, New York.

This is a book especially valuable in the laboratory. The fundamental principles of elementary inorganic chemistry are clearly and briefly explained. It should be a popular book among instructors of short courses in this subject.

**HIGHER ALGEBRA**, by George E. Atwood. The Morse Company, New York.

This book is practically a supplement to Atwood's Standard School Algebra. Beginning with simultaneous quadratic equations, it combines the features of the study of algebra essential to meet the needs of the most advanced preparatory schools. It will, no doubt, become popular among teachers preparing classes for college.

**THE RATIONAL SPELLER**, by Superintendent Frank J. Diamond. The Macmillan Company, New York.

In the preface the author's first sentence reads: "This is a Spelling Book." We hope it may be one that will help raise the standard of good spelling in the American school. The leading feature of this book is its classification of words upon the basis of form with that part of the word likely to mislead the pupil as a form element.

The Riverside Biographical Series from the press of Houghton, Mifflin & Company, Boston, is well-known to our readers, and deservedly popular. The latest addition to this series is *Alexander Hamilton*, by C. A. Conant, and *Washington Irving*, by H. W. Boynton.

These are biographical subjects always of deep interest to Americans, and the information concerning the same contained in these little books is fresh, ably considered and valuable.

**THE SOCIAL SPIRIT IN AMERICA**, by Charles Richmond Henderson, Professor of Sociology in the University of Chicago. Scott, Foresman & Co., Chicago.

The aim of the book is to place before the general reader some of the forms of activity that are being manifested in the interests of social reform. It is believed that extending the knowledge of the manifesting of this social spirit will greatly enlarge the activity towards social progress. The title of a few of the chapters will indicate the character of the book: "Better Houses for the People," "Public Health," "Good Roads and Communication," "What Good Employers are Doing," "Organization of Wage Earners," "Economic Co-operation of the Community," "Political Reforms," "Charity and Correction," and "The Social Spirit in Conflict with Anti-Social Institutions." The chapters upon the "Social Spirit in the State School System" and "Voluntary Organization of Education" are of especial interest to the teacher.

### BOOKS RECEIVED.

**WARD'S LETTER WRITING AND BUSINESS FORMS**. American Book Company, New York city. Graded series in four books.

**HOCHZEIT AUF CAPRI**, edited by Dr. Wilhelm Bernhardt. D. C. Heath & Company, Boston.

**O LOCURA O SAUTIDAD**, edited by J. Geddes, Jr., Ph. D., and Freeman M. Josselyn, Jr. D. C. Heath & Company, Boston.

**Winter Tourists Tickets Now on Sale via  
Seaboard Air Line Railway.**

The Seaboard Air Line Railway announces that, effective October 15, 1901, round trip Winter Excursion tickets will be placed on sale to resort points on its lines in North and South Carolina, Georgia and Florida. These low rates taken in connection with the superior service and fast schedules operated over this line, which is the shortest and best to Florida points, are brought to the attention of those who are planning Winter tours. It will be distinctly to their advantage to obtain definite information, which will be cheerfully furnished by any Agent or Representative of the Company.

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C. L. Longsdorf, N. E. Pass'r Agent,  
306 Washington St., Boston, Mass.  
J. R. Duval, Passenger Agent,  
Cont'l Trust Bldg., Baltimore, Md.  
R. E. L. BUNCH, Gen'l Pass'r Agent,  
Portsmouth, Va.

**A GREAT OPPORTUNITY.**

The burned district of Jacksonville, Fla., is to be rebuilt at once, offering an opportunity of employment to workmen, and excellent prospect to contractors and capitalists. Jack-

sonville is reached from all directions by the Seaboard Air Line Railway System, which offers unexcelled facilities in the way of schedules and through car service to that point.

"Meeting Public Problems," by Anna Seaton Schmidt, is a practical paper in the November *Donahoe's*, on the methods adopted by some philanthropists in relieving the distress of the poor in great cities. Of special interest is that part dealing with the problem of supplying nourishing food to under-fed school children.

The life story of Dr. D. K. Pearson, the Chicago philanthropist who has given millions of dollars to the smaller colleges under conditions that have resulted in bringing into the treasures of those colleges more than as many millions from other sources, is well told in the November *Review of Reviews*, by Mr. George Perry Morris.

The contributions to *The International Monthly* for November treat of a wide range of subjects, the majority of which are discussed by Americans, although there are several of the highest interest by Europeans.

Professor Hugo Münsterberg, in the conclusion of his "American Democracy," removes all doubt, if any ever existed, as to his thorough appreciation of our institutions; nor does he fail to discover, in spite of all external differences, a deep inner harmony between Germans and Americans.

## RELIABLE TEXT-BOOKS

**Joynes-Meissner German Grammar. \$1.12.**

Increase in sales the past year about *three and one-half times* greater than ever before.

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Issued two years ago. Four editions printed the first year; increase in sales the second, almost threefold.

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The easiest reading for beginners. A favorite wherever it has been tried.

**Fraser and Squair's French Grammar. \$1.12.**

Issued the past summer, yet already in its *third* large edition. An easy yet comprehensive Grammar for high schools and containing Grammar, Composition, and Conversation in one book.

**Super's French Reader. 70 cts.**

More used than any other in the schools of the State of New York, as well as elsewhere.

**Bouvet's French Syntax and Composition. 70 cts.**

Issued the past summer. Introduced at *Johns Hopkins University, University of Chicago, University of Ohio, High Schools of Brooklyn, N. Y., Lowell, Mass.*, and many other schools.

**D. C. HEATH & COMPANY**

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### HUDSON RIVER SCHOOLMASTERS' CLUB

The eleventh meeting will be held in Albany, N. Y., November 15-16, 1901.

Friday evening, November 15, the semi-annual dinner, at the Ten Eyck.

After dinner speeches: Theme, The Training of Teachers. The guests of the evening will be: Will S. Monroe, Professor of Psychology and Pedagogy, State Normal School, Westfield, Mass.; Bishop William Croswell Doane, Vice-Chancellor University of the State of New York; Benjamin B. Odell, Jr., Governor of the State of New York.

Saturday, November 16, 1901, at 9:30 A. M.-12:30 P. M., at Albany Academy Chapel, the program will be as follows: The Health of Students. Athletics: College, Herbert L. Towne, M. D., Union college, Schenectady; High School, Prin. Oscar D. Robinson, High school, Albany; Grammar School, Prin. Thomas S. O'Brien, Grammar school, Albany; Baths, Supt. Thomas R. Kneil, Saratoga Springs; Testing Sight and Hearing, Supt. Walter D. Hood, Rome; Organization: the length of sessions, single or double, Supt. Charles W. Cole, Albany; Inspection: medical and other, Supervisor Isaac H. Stout, Department Public Instruction; State Control of Hygienic Conditions, Supt. James A. Estee, Gloversville; The Training of Teachers for Cuba, Prin. Myron T. Scudder, Normal school, New Paltz.

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### WHEN THE ROD WAS NOT SPARED

The change of thought and conditions of mankind are no better illustrated than by the history of the rod, says the December *Delineator*, in an article on the morals of the child, by Dr. Grace Peckham Murray, which mentions a Suabian schoolmaster, who, during his fifty-one years of superintendence of a large school, had given 911,500 canings, 121,000 floggings, 209,000 custodes, 136,000 tips with the ruler, 10,200 boxes on the ear and 22,700 tasks by the heart. He had made 700 boys stand on peas, 6,000 kneel on a sharp edge of wood, 5,000 wear the fool's cap and 1,700 hold the rod.

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There's a plump little chap in a speckled coat,  
And he sits on the zigzag rails remote,  
Where he whistles at breezy, bracing morn,  
When the buckwheat is ripe, and stacked the corn:  
"Bob White! Bob White! Bob White!"

Is he hailing some comrade as blithe as he?  
Now I wonder where Robert White can be!  
O'er the billows of gold and amber grain  
There is no one in sight—but, hark again:  
"Bob White! Bob White! Bob White!"

Ah! I see why he calls; in the stubble there  
Hides his plump little wife and babies fair!  
So contented is he and so proud of the same,  
That he wants all the world to know his name:  
"Bob White! Bob White! Bob White!"

—George Cooper.

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A certain philosopher found that if he lived through the month of December, he lived through the remainder of the year; what proportion of his annual premium should the company return?

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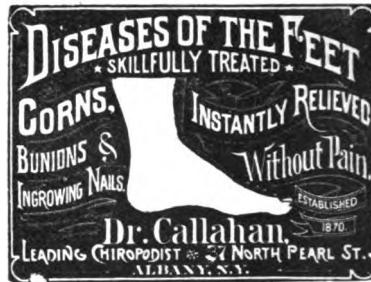
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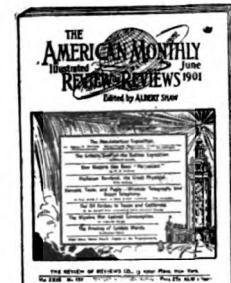
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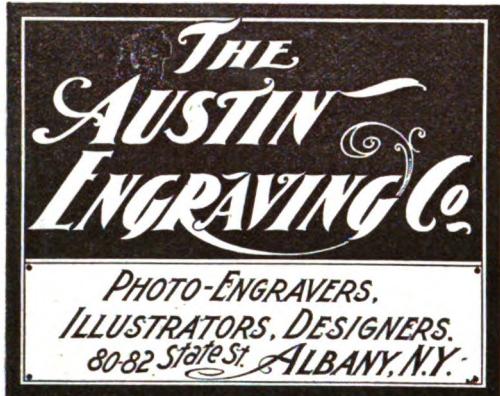
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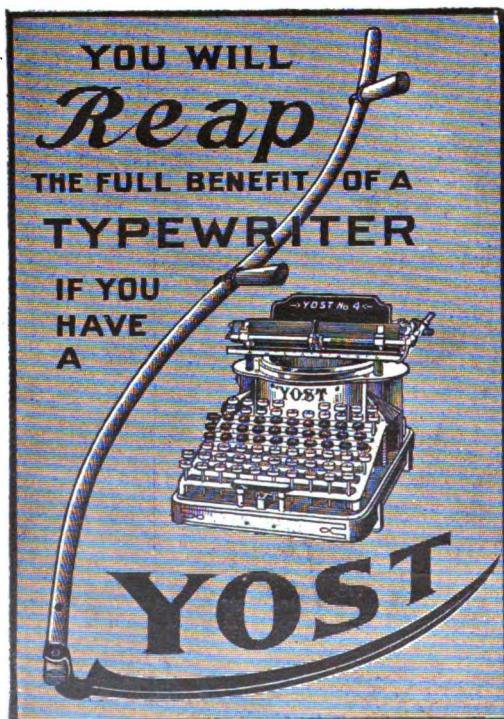


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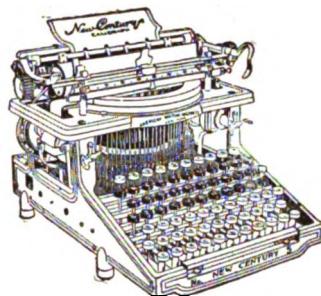
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FROM KINDERGARTEN TO COLLEGE

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## WHAT IS A FAD?

SUPT. F. LOUIS SOLDAN, ST. LOUIS, MO.

THERE has been a widespread discussion in regard to what has been called "Fads in Education." The charge is made that public schools undertake to teach too much of what is not necessary, and thereby neglect the essentials.

While all agree that fads should have no place in public education, there is the widest possible difference in regard to the question "What is a fad. A school fad might be defined as a persistent departure from educational common sense. Single errors constitute no fad. A fad is a defect which is systematized. It is error masking as achievement or progress.

### THE FAD OF "SUPERFLUITY."

Some well meaning and intelligent critics of the public schools charge that education has run mad by including many superfluities into its course. The so-called "newer studies," namely, drawing, music, nature study, and art, have to bear the brunt of these attacks. The writer of this paper sent a letter of inquiry to many people. The answers have been

used to some extent in this paper. The president of an association of parents and patrons of public schools writes: "In my opinion, the first school superintendent who rises to the occasion and has these 'fads' discontinued in the public schools will win for himself fame beyond any other measure he can advocate."

These studies are not fads in any sense of the word. It is tacitly assumed in such criticisms that it is the sole function of education to prepare for some special business of life. Since only a few children will become artists or musicians, for the great majority who are not to become artists or musicians it is supposed that training in drawing and music is thrown away. This would be an insuperable objection if

these studies did not impart training of human importance and general educational application. Education does not prepare for any special business, or vocation, but for life. The cultivation of eye and hand and taste is of importance in all callings. The educational universality of these studies is their defense. In this age even an ele-



SUPT. F. LOUIS SOLDAN  
*Courtesy New York School Journal*

mentary education should include some of the elements of science, or the child remains in brutal ignorance of the world in which he lives. Music, in the sense of class-singing, is an element of public instruction that is underestimated by the thoughtless only. Drawing has some features of universal educational value in every school, and in industrial centers it ranks among the important studies. Manual training and lessons in cooking have both social and general educational value; their aim never has been to train carpenters or cooks. While these studies find strong advocates among the thoughtful in the community, and among the teachers, it is proper to remember that they may suffer by being unduly magnified in a course of instruction. They occupy a position essentially different from that of reading, writing, arithmetic, history and geography. They have neither found such universal adoption, nor have they been given as much a share of time, nor have they rooted as deeply in the approval of public conscience, as the older studies. Moreover, they have not become fully engrafted or correlated with the rest of the school room work. As a rule, their conduct lies in the hands of supervisors who make this specialty their whole work. In such case their adjustment to the claim of the other educational work is apt, at times, to be neglected and an undue amount of time and attention may be exacted from teachers and pupils. These studies are of the highest educational value; they may become fads if they step beyond the limit of general educational usefulness.

#### FADS OF ECCENTRICITY.

This class of fads may be made clearer by an illustration: A few years ago some person suggested that the daily rotation of the various studies in the program was objectionable, and that, instead of an hour in arithmetic, followed by an hour in geography, and perhaps an hour in history, a different division of time was preferable. Consequently, he undertook to teach all the

arithmetic of the school term by taking five weeks' solid work in arithmetic at the rate of five hours per day. Even this idea had some followers.

The words "fad," "frill," "fringe," which are used frequently as synonyms, apply to this class with particular force. The idea underlying them seems to be that of fashionable ornament in contrast with plain dress.

The idea of fad often carries with it the suggestion of personal vanity, a manifest desire to attract attention by appearance rather than by merit. There is a "sport" with new things which takes possession of its votaries and makes them lie in wait for things novel and strange.

It is characteristic of this kind of fads, as well as of others, that they are launched into the world with liberal promises of the important results which they will accomplish. The fad's reason for existence lies in the promised achievement of the future rather than in the experience of the past or the needs of the present.

#### FADS OF THEORY.

The existence of fads in modern education is by no means discouraging. Zeal and enthusiasm are in evidence in all of them. Not a few of them arise from the very wealth of educational thought and from an abundance of ingenious theory. Fads are at times evidences of great interest in new educational theories which, while not always expressed in terms clear and conclusive, are for that very reason, for some, fascinating and attractive. One should imagine that the hopeless entanglement which stare us in the face in the discussion of new and old education, of the new studies and the three R's, of prescribed courses of study or individual plans, should be in itself enough to make the teacher withdraw from the path leading into quagmire, and keep to the broader road of conservative teaching. But mysticism never lacks disciples.

Much error has arisen from a mistaken

idea of the function of the school, which I take to be the development of power through instruction in the conventional studies. Public opinion would probably classify as a fad the attempt to "develop power" to the exclusion of reading, writing and arithmetic. School education is an unfolding process. But it is more than the unfolding of what is in the child. Knowledge from without, and experience and life from without, must be carried into the child-soul.

The child is not the self-contained aim and orbit of education. Education comprises a larger world. It is not correct to say that the child is educated for himself; he is educated for manhood. He is trained not for what he is, but what he shall be. There are in him childish ways which must be cast off and rejected in the process of education. Childish life and thoughts are scaffoldings which are discarded as he advances. Education has to bear constantly in mind the idea that the requirements and duties of adult life, the ideal of true manhood and womanhood, form the aims of child education. On the other hand, the ways and means, and the processes of education are fixed by the natural conditions of child-life. The aim lies in the future and not in the present. Childhood is naturally the happiest time of life, but the incidental aim that education should make the child happy would be but a poor substitute for the greater aim, namely: the happiness and strength of the adult. The educator should not, cannot, without educational hazard, step down and lose his own identity by adjustment to, and participation in, the child's life and ways. He must stand erect and kindly lead the child to walk with him towards his future. He adjusts himself to the child so far only as it is necessary to introduce him to the serious purposes of education. School education should be childlike in its simplicity and clearness; to make it childish in tone or subject matter would be a fad.

Whenever education separates itself from instruction, and "development of faculties" is divorced from the pursuit of serious study, there the fad makes its appearance. Among many of the great sayings of Herbert, none is more important than his remark, "I confess that I cannot realize education apart from instruction."

While the older methods of education had to be reminded constantly that "all work and no play makes a dull boy," there are some well meaning, progressive and vigorous teachers who must be told constantly that "all play and no work will not make a man."

A reliable eye-witness gives the following account of a visit she paid to a room in a large school: The morning began with what is called an "Observation Lesson." The children were encouraged to relate what they thought noteworthy of their experience of the previous evening. One of the children related that they had had an evening party at home, that they lived up stairs and that they had carried up two kegs of beer; that when they were through with this they carried up a keg of whiskey. They had a very good time. The teacher, very wisely, said at this stage: "Now let us hear from some of the other children." (I beg to remind my readers that this is a report of an actually observed morning.) The second series of exercises consisted in games fashioned somewhat after the kindergarten games. The next was the naming of classic pictures. Pictures pasted on cards (Perry pictures, if I am not mistaken) were held up in rapid succession, and the class supplied the name: The Pharisee, Correggio's Madonna, Thorwaldsen's Evening, etc. The next exercise was one in posing, the children imitating, by the way they stood, certain pictures which they had seen. Thus, one boy stepped forward, looked about for some object, took hold of a feather duster, and, leaning on it, one end of it on the floor, he looked up with a set expression in his face. The class shouted, "The man

with the hoe!" The next exercise was called "rhythmic movement." Ten children danced the Virginia Reel, and eight children the Lancers. The next exercise, finally, was one in practical reading. A sentence was exhibited quickly, and the children then gave the words of the sentence. I have no doubt that the rest of the day, after the visitor had left, was given to the various traditional work of the schools.

#### FADS OF EXAGGERATION.

Aristotle defined virtue as a means between two extremes. Thus he thought that wise economy was a virtue, while those who practiced too much or too little economy, the miser and the spendthrift, represented the extremes of vice. In a similar way, the correct educational practice or idea is capable of abuse and exaggeration and the result is a fad. A fad, in this sense of the word, is a practice which carries some valuable idea beyond reasonable limits and proper proportion. Thus, Pestalozzi's idea of objective teaching was a great step in the progress of educational science and practice. No lesson is more easily learned than when it can be taught through the eye. But the correct and beneficial principle of objective teaching may be carried to such an extent that it becomes a harmful practice. In arithmetic, for instance, the real value of the study lies in the power of mathematical inference and deduction. While all arithmetic work begins with the use of objects, and while many of the new steps even in advanced work, will gain by objective illustration, these must be discarded as soon as they have answered their purpose, and mathematical reasoning must take their place. Objective teaching, whether it be called by Pestalozzi's old name, or by the more modern names of visualizing and aurizing, if carried to the extreme, may become a harmful practice. Children are thinking beings and it is proper for the teacher to take it for granted that not everything must be objectified, and "visualized"

and "aurized." It was a mistake of the teacher in a room visited by one of our teachers to try to visualize the perfectly plain story of the two goats who tried to cross from opposite directions a plank bridging a creek, and began to butt against each other. The teacher "visualized" the story by selecting two children to act the part of the goats.

The great aim in all instruction in reading, from the primary grade to the highest, is that the child should see through the words and the forms of the printed page, and have his mind steadily fixed on the ideas to be conveyed. The application of the idea, however, at present in use in some schools in one of the large cities, is by no means free from objection. In order to be quite sure that the children read words instead of ideas, all reading aloud has been abandoned. The children read silently, and show that they understand what they have read through oral and written recitation.

No more legitimate demand can be made on the school than that of concentration, in the sense that there should be, as much as possible, a connection established between the various branches of instruction—that they should mutually supplement each other. But even this valuable idea may become an error, if carried beyond the limit of common sense. A lady reported to me the following incident: A teacher who prided herself on correlating all subjects in the school curriculum began her day's work with an observation lesson on apples. This was followed by a reading lesson on apples; after which the children took their seats and wrote about apples. Next, songs about apples were sung. Apples were then divided and used to teach fractional parts. As it was now time for drawing, the children were sent to the board to draw apples. Soon the board was filled with all kinds of apples, known and unknown to the horticulturist. One boy, however, instead of drawing an apple, drew a horse. This breach of discipline, or violation of correla-

tion, could not be passed over, so as he was asked why he had drawn a horse instead of an apple. The boy replied: "Oh, I'm tired of apples, and so I drew a horse to eat all the apples up."

There is some merit in the coördination of studies, as well as in concentration. Each study is, in a measure, a complement and corrective of the other. Each must stand related and subordinate to the rest. Each answers an educational and an objective purpose. Each cultivates a special kind of activity. If any one study is raised to inordinate importance, or if it is deprived of the corrective influence of the other, harmonious education is endangered. Language ranks easily first in the common school course, yet if literary studies were exaggerated without being corrected through the touch with life, with nature, or through the exactness and precision of mathematics, mental development would tend towards the verbal, the fanciful, the imaginative and the dreamy. Literary studies, with their wide horizon, their possible tendency towards the imaginative, the diffused, and indefinite, need the counter-balancing influence of the precise terseness and close deduction of mathematical studies. Equipoise and balance in the studies of the curriculum are needed as much as concentration.

#### ORIGIN OF FADS.

Fads have presumably existed under some name or other since the beginning of education, but their growth has perhaps been more marked in our own days than in former times. A person fond of paradoxes might say that fifty years ago the art of teaching consisted of matter alone, without much method. The learning of the data of information proceeded without the use of much pedagogical art. On the other hand, it might be said of the present time that in some schools the art of instruction is all method and little matter. The data of information are overshadowed by the skill of the teacher and by illustrative and explana-

tory devices. The machinery receives more attention than the output. The rigid course of study of the old school, as it existed thirty years ago, the regular examination of classes by principals and superintendents on subject matter of the lessons, allowed very little latitude for growth of education weeds or fads.

Where a certain kind of school work, defined in quantity, is prescribed and must be accomplished within a reasonable limit of time, instruction is not likely to lose its concentration and force. While there are grave objections to a hard and fast course of study extending to every detail, it may, nevertheless, be said in favor of the old course of study that it was a safeguard against fads and whims.

#### FADS OF ROUTINE AND TRADITION.

The teacher of the present day is not wholly responsible for the superfluities in modern instruction. Some of them have been bequeathed to him by the past. Some of the studies of the curriculum are burdened with topics and subdivided subjects which answer neither any specific educational purpose, nor any demand of life. In one of the best monographs published during the current year on the essentials of mathematical teaching, the author shows how the peculiar mercantile conditions of the middle ages, when the study of arithmetic first came into use, and when the earliest text books were written, led to the insertion of certain topics in arithmetic which were then useful, but for which, with the changes in modern life, every necessity has passed away. These topics survived in text books and for the sole reason that they were part and parcel of former books in arithmetic.

#### PUBLIC OPINION FADS.

Public opinion has not infrequently abused the term "fad" and branded with it almost every progressive movement in education. When I asked a prominent teacher: "What is a fad?" he answered promptly:

"Anything is called a fad which is done in a way different from that in which somebody was taught when he was a child."

Perhaps the most dangerous fads are not of the teachers' creation, but originate in the community itself. The many fads which must be put to the account of teacher and superintendent are sad enough, but they do not begin to be as pernicious and long-lasting as the harm that may be done when a strong and masterly man with a hobby gets into a leading position on a school board, and drives his fellow members before him in the narrow path of his special fad.

The people are collectively honest, and their verdict is wise. Opinions of classes and individuals, however, no matter how loudly or emphatically expressed, are at times unwise. The history of past decades has seen the rise of many, and the decline of some, of the fads of this origin. There is, for instance, the faddish idea that the laborer needs no education; that workmen are spoiled by too much schooling; there is the "Three R" fad; there is the "education makes criminals" fad.

The claim that spelling should receive a proper amount of attention, and is an important part of the public school training, is valid. If the demand, however, is that to this study an undue amount of time and attention be given, even spelling may become a fad. Drill in spelling is a mechanical device, and in the poorest imaginable school mechanical drill is always most prominent.

The "quick promotion" fad has done immeasurable harm. Children, against the wish and view of their teacher, have, in places, been forced into higher grades than the one for which they were fit, and their educational progress has been impaired and ruined thereby. The teacher and principal who, in such cases, quietly and pleasantly but at the same time firmly, stands his ground, is a blessing to the child and to the parent. One cannot help thinking in this connection more leniently of Rousseau's

paradox, "The aim of education is not to gain time, but to lose it."

One of the worst fads of our day is the "extreme indulgence" fad. The practice is bad which lets the child have his way, and lets him regulate his relations to school and home in accordance with his pleasure instead of in accordance with clear duties. "I wish you would make him come to time," said a kind mother to a teacher who had sent for her on account of the frequent tardiness of the child, "but the fact is I cannot make him get up in the morning, and he will not go to bed when it is time." If the parent abdicates the educational control of his child, he makes a pernicious error and indulges in a common, but objectionable, fad. The child must be taught to act as a grown man or woman should act, as soon as his power in any direction is adequate in this educational demand.

#### CONCLUSION.

Many of the idiosyncrasies and petty errors may be avoided by dwelling on the universal principles of education and by subjecting all innovations to the test of universality. The schools are common schools. No practice of study which is serviceable for specific walks of life alone can find, legitimately, a place in public education.

The good sense of the American people, and of American teachers, has thrown enough safeguards around the public schools to prevent fads and petty errors from becoming universal. The task of the school is to concentrate its efforts on the recognized subjects of instruction. Growth must proceed through the acquisition of information. Progress does not lie in the increase of studies, not in the excess of data, but in the definiteness of ideas, the logical grouping of facts, the clearness of insight, and the gradual strengthening of judgment. When new studies or practices are introduced for educational reasons, the teacher must be ready to account for the same to public

opinion. The aim of education is not merely to prepare for life, nor is it merely to develop power. Each of these aims, taken

separately, leads to error and fad. Their joint and universal consideration constitutes harmonious education.

## School Men of the Hour

**SUPT. ESTELLE REEL**

SUPERINTENDENT OF INDIAN SCHOOLS

(For portrait see front cover)

**W**E have received from Miss Estelle Reel a copy of a uniform course of study for governmental Indian schools prepared by her.

The course of study prepared by Superintendent Reel is worthy of extended examination by all who are interested in practical education, whether for the Indian or his white brother. It might well be adopted as a course of study in our public schools, for it contains a comprehensive and feasible plan of education of practical utility; and while applicable to all races, it is peculiarly adapted to the problem of making good citizens of the growing generation of Indian boys and girls.

Naturally the course of study devotes much attention to agriculture and the kindred occupations of gardening, dairying, engineering, carpentry, blacksmithing and harness-making. The course in agriculture contains directions for systematic training for the Indian youth during each successive year of his school life, commencing with the ordinary farm chores and care of animals, for the boy of seven or eight years of age; through planting, irrigation, crop-rotation, drainage, care of farm machinery and nature study, for the youth from fifteen to twenty; blacksmithing, carpentry, dairying, saddlery, and all occupations of the farm and of home-making, are to be taught systematically, and by the pupils doing the practical work at the same time the theory is being learned.

Painting, tailoring, printing, tailoring and upholstering are also included in the

course for boys. For the girls the course contains instructions, to be followed by the instructors, in teaching baking, dressmaking, housekeeping and laundering.

The course of study subordinates throughout theory to practice; the literary branches are confined to studies in reading, arithmetic, spelling, writing, history and geography. In these branches it is not intended to take the pupils beyond elementary principles, but these are thoroughly taught, the idea being to graduate every pupil with a sound basic education rather than an advanced one.

The course of study is printed in a convenient and serviceable volume by the Government Printing Office, and its adoption in the Government Indian Schools marks a distinctive epoch in Indian education.

The issuance of this report again calls attention to the successful work of Miss Reel in a position which is one of the last in the world in which it would be thought a woman would be successful or would be fitted for.

Our National Superintendent of Indian Schools was born in Illinois, from which State she went to Wyoming about twelve years ago. She received special training in the schools of Chicago, St. Louis and Boston for the profession of teaching, and is one of the foremost educators in the west. She obtained a position in the Cheyenne (Wyoming) schools as teacher and taught successfully, and in all her school work, first as teacher and subsequently as County

and State Superintendent of Schools, she won distinction by her unaided efforts and untiring energy.

In 1890 Miss Reel was elected Superintendent of Schools of Laramie County and filled this position with credit for two terms. At the expiration of her second term she secured the nomination on the Republican ticket for State Superintendent of Public Instruction of Wyoming. Although it was reasonably certain that the ticket she represented would be elected, Miss Reel did not relax her energy, but took her place with the male candidates on the ticket and shared with them the work and responsibilities of the campaign. She made a thorough canvass of the State, being compelled to travel much of the distance by wagon and stage. As a result of her efforts she was elected without difficulty, receiving the largest majority of any candidate on either ticket.

As State Superintendent Miss Reel was *ex-officio* Secretary of the State Board of Charities and was also *ex-officio* Secretary of the State Land Board. No better example of the manner in which she discharged the duties need be cited than the fact that when she took charge the State Land Board office was paying into the state treasury about \$100 a week; in the course of a year she had brought the returns up to over \$1,000 a week. After a highly satisfactory administration of two years she resigned to accept her present position.

Miss Reel is the first woman who has ever filled the position of Superintendent of the Government Schools, and while there may have been some skepticism at first as to the advisability of appointing a woman to this position, her record thus far has completely dispelled that doubt. She has instituted some new features through the Bureau which are bound to produce beneficial results for the Indian schools. One of them is the making of personal visits to the schools; this will bring her in close touch with the teachers and pupils and give her

an insight into their needs. Another is the holding of institutes for the teachers of these schools.

Miss Reel thinks that industrial training should have the foremost place in Indian education, believing it to be the foundation upon which the government's desire for the improvement of the Indian is built. She also urges industrial education for young women on the theory that "when you文明ize the wife you文明ize the home." The Superintendent possesses a quick, active mind and a strong sense of duty, and, judging from her past work, will accomplish much good in her new and trying field.

Miss Reel, though coming from a woman's suffragist state, is not a typical woman suffragist as that type is generally pictured. She is young, has a sweet, attractive personality, and is feminine in every respect. She is a charming conversationalist, and, though she disclaims being a public orator, has been an effective speaker in several political campaigns. She is very popular, not only throughout the whole of Wyoming, but wherever she is known.

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### IRVING B. SMITH

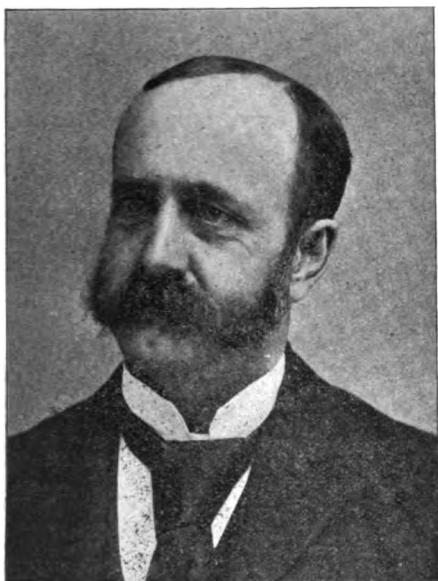
NEW YORK STATE INSTITUTE CONDUCTOR.

HERE is no subject more discussed by the educational papers in various parts of the country than how institutes can be made more helpful. There is no doubt that the best of them, from a *theoretical* standpoint are open to criticism. But it is equally true that the New York State system, while not perfect, is probably the most effective and best supervised of any. And a great work it is doing.

The personnel of its regularly employed force is always of interest to the great number of teachers who attend these institutes. We present this month a sketch of one of the later additions to the staff—Irving B. Smith, of Warsaw, N. Y. .

Irving B. Smith was born in Attica, Wyoming Co., N. Y., and has, for the most part, spent his life in connection with the schools and school work of the county.

Mr. Smith's grandfather, Isaac Smith, was in the Continental army during the Revolutionary War. The second generation was fully represented in the War of 1812, and the subject of this sketch was a soldier in the Civil War. He remembers sitting upon his grandfather's knees and listening with interest to war stories from



IRVING B. SMITH

the Revolutionary veteran, then above ninety years of age.

Conductor Smith began life as a farm boy at \$6 per month, and had an ample opportunity of testing Mr. Carnegie's theory that "poverty is a young man's best legacy." As a pupil in the district school, winters, he made the most of his opportunity. After the course of study in the district school had been mastered he entered Wyoming Academy. Here he earned his bread and butter by working 24 hours a week in the principal's garden.

Professor Monroe Weed, the principal, was a patriotic teacher and from this school many of his pupils enlisted in New York's muster rolls during the Civil War, and it was from its class rooms to the ranks that Irving Butler Smith went when he joined the 18th New York Independent Battery, "Mack's Black Horse Battery," in 1864, when only 18 years of age.

He saw something of the war in the far South—the capture of Mobile, the siege of Spanish Fort and the capture of Fort Blakely. After receiving an honorable discharge at Rochester he entered Hilsdale College, in Michigan, in the autumn of 1866. He left college to teach three years as principal of Middlebury Academy; then back to college to receive his well-earned diploma and degrees, in 1873.

After graduating from college he was principal at Pike, N. Y.—Pike Seminary—a position he held for eight years.

In 1881 he was elected School Commissioner of the First District of Wyoming County.

In 1885 Mr. Smith was elected superintendent of the Warsaw, N. Y., schools, a position he held at the time of his appointment as a regular conductor of teachers' institutes for the State of New York.

It was a pleasure, when Conductor Smith was appointed, to note the sincere and earnest way he went about preparing to make himself most helpful to those he was to instruct. For the first three years, and he may be continuing it yet, at institutes and summer schools he was visiting other instructors' classes, mingling with teachers, note-book in hand, jotting down good points, making note of teachers' difficulties. He did not start in knowing it all, but as a humble beginner in a special field. The result is to-day that he is universally respected, New York State over, as a sincere, thorough, helpful instructor and admired as a modest, scholarly gentleman.

## The Best to be Found

Articles from Educational Journals Summarized

### HASSAN'S PROVERB

King Hassan, well beloved, was wont to say,  
When aught went wrong, or any labor failed:  
"To-morrow, friends, will be another day!"  
And in that faith he slept, and so prevail'd.

Long live this proverb! While the world shall roll

To-morrows fresh shall raise from out the night,  
And new-baptize the indomitable soul  
With courage for its never-ending fight.

No one, I say, is conquer'd till he yields;  
And yield he need not while, like mist from glass,

God wipes the stain of life's old battle-fields  
From every morning that he brings to pass.

New day, new hope, new courage! Let this be,  
O soul, thy cheerful creed. What's yesterday,

With all its shards and wrack and grief to thee?

Forget it, then—here lies the victor's way.

—James Buckham, in the *Christian Endeavor World*.

You can't teach anybody faster than he can learn.—Samuel Johnson.

THE success of school training is to be tested by the moral condition of the nation in after years.—Calderwood.

No matter what may seem to be the immediate cause of the great movements of humanity in all ages, the real motive may be traced always to the same incentive—geographic environment.—Redway.

THE average child loves physical exercise, and that this be of the right kind and directed into the right channels, the schools must make provision for it.—Superintendent W. J. N. Cox, Moline, Ill.

EVERY educated man is, in some sense, self-educated. No teacher, whatever his

abilities may be, can force an education upon an unwilling pupil. Furthermore, no teacher can educate a persistently idle pupil.  
—Eggleston.

EVEN a handsome and costly schoolhouse, desirable as it may be in itself, may be a curse, literally a curse, if its erection and care prove such a burden as to make the employment of the best obtainable teachers impossible.—President C. K. Adams, *Wisconsin State University*.

It is said by somebody that one hour of teaching is equal, in its wear on brain and body, to four hours of manual labor. The man with the shovel, for instance, has nothing to do but to shovel; but the teacher in charge of forty children must vigilantly and incessantly watch eighty eyes, eighty hands, eighty feet, forty mouths, forty nervous systems, to say nothing of the thousand of parents and an exacting public.—Western School Journal.

As long as we are content to allow children to be treated en masse, in flocks of sixty, seventy, even ninety, we need not expect to do much in the way of humanizing. It is all very well to blame officialism; but after all, reform in education is largely a matter of money. Reducing the size of classes means increasing the number of teachers; and well-educated, properly-trained teachers cannot be had for nothing.  
—Child Life.

IN crowded assembly rooms, churches, halls, etc., some have been known to faint, others to suffer headache, dizziness, and nausea. A week ago, while I was observing a recitation in a room where the air was foul, a little girl burst out crying, and said with a look of great distress, "Teacher, I am

sick to my stomach." The teacher wisely advised her to go out and get some fresh air. She did so; in about five minutes she returned with a happy countenance and went to work as cheerfully as if nothing unusual had happened.—*N. E. Journal of Education.*

To be interesting to a schoolboy, a book must not by its copious references and illusions presuppose wide acquaintance with literature or history. It must not be critical, destructive in motive, but constructive, or stimulating. It must be first hand; not a book about a book, or a translation of something into terms of an age out of sympathy with the original, for a boy cannot disentangle the workings of two minds upon each other. It must be interesting, not primarily for its form, for a boy will never attend to form for its own sake. And when possible, it should be romantic, suggesting high ideals and achievements, for the normal boy of the high school age is passing through his own romantic period when it is important to set before him ideals that are really worthy.—*Education.*

IN his annual report, just issued, Dr. C. M. Jordan, Superintendent of the Minneapolis public schools, notes the fact that there are connected with the public schools of that city, as superintendents, supervisors, principals and teachers, 853 persons, of which number only eighteen are men. Speaking of these figures the superintendent says: "It would seem under these conditions that the demand that more men be employed in the schools is not a radical one. It is not meant to imply by this that women are not as good teachers as men, but as I am opposed to a high school in which all teachers connected with it are men, so I am opposed to one in which all teachers connected with it are women. I think that every pupil in the high school should at some time in his course come into the class

of an intelligent, well educated and dignified male teacher."

ONE of the aims of modern education is to make men and women adjustable to their environment without destroying their power to originate and to create. The number of non-adjustable, non-adaptable men and women in every community is fearful to contemplate. Men and women whose training has not developed sufficient flexibility to enable them to adapt themselves to the ever varying conditions of life, sooner or later, are forced to one side and ignored. Their presence in the world is known only by their grumbling and fault finding. No matter what position they get, they cannot long hold it, because the prejudices and mental bias acquired in their childhood have crystalized into inflexible mental habits which denominate all their relations in life. We call them "cranks" or "fanatics." They are largely the products of extreme individualism in education.—*Educational Exchange.*

TEACHERS are only too familiar with that class of parents who insist upon running the school; they tell their children at home what they must do and what they must not do in school; they tell their boys to fight, to cut, or even to shoot, when offended; they encourage disobedience and open rebellion. What are we to think of a father who lends his knife to his ten year old son that has quarreled with a schoolmate, and promises him a thrashing if he returns that knife "without blood on the blade?" There are "cranky," "narrow-gauged" parents in every community who annoy the teacher and destroy the happiness and efficiency of the school. Inquire into their past, trace back their educational history. If educated at all, they have been educated under the "individual" régime, without regard to the rights of others, and without subordinating their individual im-

pulses to the rational requirements of institutional life.—*Educational Exchange.*

BUECHER remarks, in his "Industrial Evolution:" "The time foreseen by Ferguson, when even thinking would become a special business, has long since been reached." We recognize this in all the mechanical pursuits, and it results from their growing complexity. The well-trained specialist plans and supervises, and the laborer blindly follows directions. The engineer and overseer do the thinking, and are specially trained to do the thinking. In politics it is rapidly coming about that the leaders and the editors provide the thoughts which determine campaigns. Can the same result come about in education? Already the superintendent and the principal are expected to take the large views and develop the plans which are to be realized by the teachers. They must learn to recognize and think out problems, or must soon give place to others who can. That a superintendent is wooden and routine is sufficient reason for his dismissal. We are not yet ready to say that teachers can be excused from thinking; rather we feel that they must learn and practice the art of thinking within their range or retire.—*Wisconsin Journal of Education.*

DESPITE the wish to bring the school into relation to actual life, one of the chief worries of the teacher arises from the conflict of school and life. The teacher is thinking of the mature life as the young people will find it and they are absorbed in the realities of young life. Games, social occasions and youthful strifes and rivalries occupy them. First, let us say that the attitude of the teacher is not always reasonable, in that it fails to recognize the real importance of these things. They too educate. Then let us add that what pupils need to learn is reasonably to adjust the various claims of life, so that pleasures shall not interfere with duties, so that the future shall not be

sacrificed to the present. These conflicting claims they must learn to weigh properly, and not let desire conquer duty. The great lesson of life is here, which must be learned from experience and perhaps slowly. For what Locke tells us is profoundly true: "The great principle and foundation of all virtue and worth is placed in this, that a man is able to deny himself of his own desires, cross his own inclinations, and purely follow what reason dictates as best, though appetite lean the other way."—*Wisconsin Journal of Education.*

IOWA is one of the states whose school system has been thus far remarkably free from the evils of Procrusteanism. Local communities are as little hampered in that state as in any other, except, perhaps, in New England, by outside authority or dictation. Local option within very broad limits is the rule there, the state assuming the function of promoting and encouraging rather than controlling and dictating in educational affairs. High schools, for example, in Iowa are not established, maintained or controlled as to their courses of study, etc., by the state, but by the local communities. Even in the cities, school boards are chosen by direct vote of the people. The martinet who has been trained to believe that school interests should be managed by centralized authority and by machinery above and outside of the people, naturally looks upon local option and popular sovereignty as a dangerously loose, free and easy method of running the schools. But a tree is known by its fruits. The United States census reports show that Iowa stands near the head of the list in low percentage of illiteracy, and far above states that have followed a system which removes by one or more steps from the people the control of the schools.—*Western Teacher.*

ON an early summer morning in 1846, a young man barely twenty-one years of age

was reading a newspaper in the sitting-room of his boarding place. He was teacher of the village school.

From early boyhood he had been regarded as "odd." He did not do or think exactly as boys of his age generally did. Often he was reprimanded for finding fault with what others considered "well enough." He would reply, "If we could see no defects, we would make no improvements."

While waiting breakfast that morning, a little girl, four or five years old, climbed into his lap, as she had often done before. Her mother was in the kitchen preparing breakfast; her father in the yard milking a cow.

The teacher laid down his paper and began to talk to the child. The father was mentioned and what he was doing; and the cow was discussed.

Just then the young teacher's eye was caught by the word "cow" in the newspaper he had just been reading. He took it up and pointed out the word to the child, again

calling attention to the cow and to this word as the name of the animal her father was milking. Soon she looked up into the teacher's face; her eyes kindled with intelligence; she caught the paper, jumped out of his lap, and ran to her mother, exclaiming, "I know what this means! I know what this means! It is a *cow*, just like papa is milking!" And she pointed out the word to her mother.

The incident set the young teacher to thinking, and to experimenting with other children in his school. He "printed" words on the blackboard, and taught them to read without first learning the letters—reserving this as an after incident.

From that he began to use cards; and in 1846 a "First Reader" was published at Watertown, N. Y., containing the idea; and the young village teacher became an author—in which work he continued during the remainder of his life.

The name of the young village teacher was John Russell Webb.—*Everywhere.*

HARBOR OF RIO JANEIRO



FROM "THE SOUTH AMERICAN REPUBLICS"

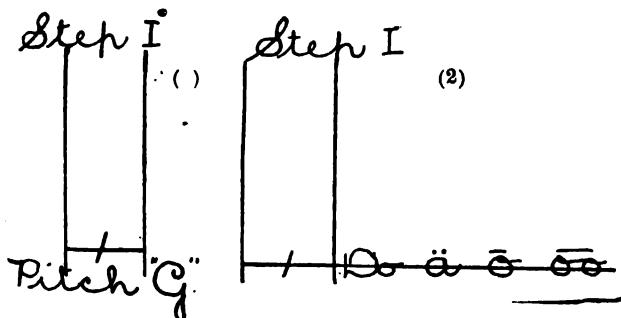
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# For the School Room

## VOCAL MUSIC LESSONS—No. 2

EDWARD FUTTERER, DIRECTOR OF MUSIC, ALBANY, N. Y.

**STEP I.**—In the teaching of intervals the teacher should first place a ladder upon the blackboard. Calling the children's attention to it, she should then proceed as follows:

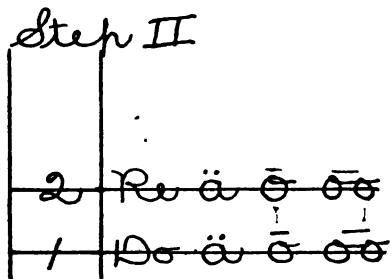


**Teacher**—“Children, how many can tell me what figure I have placed on the ladder?”

Pupils answer, “One.”

“Then, children, we will sing ‘Do,’ on ‘one.’” After this the teacher should have the class sing the vowels as follows:

**STEP II.**—Too much care cannot be given to teaching this interval, as pupils invariably flat in singing from one to two.

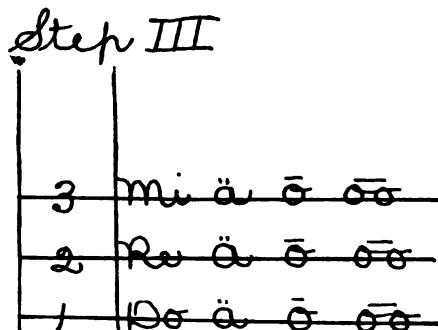


As soon as this step is developed, the teacher should give the pupils a sentence which they should sing as she moves the pointer up and down the ladder; or write the exercise on the blackboard as follows:

‘Listen to the April rain. Brother Robin come again.’

>	v	>	v	>	v	>	v	>	v	>	v
1	2	1	2	1	2	1	2	1	2	1	2

**Teacher**—“Children, listen carefully, that you may tell me what steps I sing.” Teacher sings with “la.” 1. 2. 1. or 1. 1. 2. etc. Pupils answer “Do.” “re.” “do.” or “Do.” “do.” “re.”



1. Teacher, using pointer, pupils sing up and down the ladder with syllables and vowels, also applying words.

2. Have pupils point out on ladder the intervals as sung by teacher.

3. Dictation—Teacher calls for “1,” pupils sing “Do.,” etc.

4. Pad or slate writing. Teacher sings with “la,” pupils write the sounds in number on pad, slate or blackboard.

5. Pupils close their eyes while teacher places on blackboard a short exercise, as 1. 1. 2. 1. After the pupils look at the same, it should be quickly erased and pupils called on to sing it from memory.

This exercise should be lengthened to give practice on singing as many intervals as possible, the result of one glance.

6. Teacher use two pointers. Divide class, one division, following first pointer, sing “1;” the other, following second pointer, sing “3;” then reverse.

Teacher should also place on blackboard little songs of two and three intervals as follows:

## Exercises.

- I. 2. 3. 4. 5. 4. 5. 4. 3. 5. I.  
I. 3. 2. 4. 3. 5. 4. 2. I.

Keep a cheerful heart all day. When at work and when at play.

## Step IV.

While pupils invariably flat in singing from "1" to "2," they also sharp in singing from "3" to "4."

This completes the upper tetrachord of C major scale, the lower being but a repetition of the upper four tones.

## Exercises.

- I. 2. 3. 4. 3. 4. 3. 2. 3. 4. 4. 3. 2. I.  
I. 3. 3. 4. 4. 3. 2. 4. 3. 4. 2. I.  
I. 3. 2. 4. 3. 4. 2. 4. 3. 2. I.  
I. 4. 3. 2. 4. 3. 4. 2. 3. I.

## Step V

## Step VI

## Exercises.

- I. 3. 5. 5. 6. 5.  
I. 5. 6. 5. 6. 4. 6. 3. 6. 2. I.  
I. 3. 2. 4. 3. 5. 4. 6.  
6. 4. 5. 3. 4. 2. I.  
I. 3. 6. 5. 2. 4. 3.  
I. 6. 4. 2. 5. 3.  
3. 4. 6. 4. 2. 4. 3. 6. 5.

## Steps VII, VIII.

**Exercises.**

1. 2. 3. 4. 5. 6. 7. 8. 7. 8.  
 8. 7. 6. 5. 4. 3. 2. 1.  
 1. 8. 7. 8. 6. 8. 7. 8.  
 8. 7. 8. 7. 6. 8. 7. 6. 5. 4. 3. 8. 7. 8.

**Recapitulation.**

1 3 5 8 7 8 6 4 2 7 8  
 1 4 6 8 6 4 2 1  
 3 4 7 5 2 7 4 3  
 5 2 7 4 2 3 6 5  
 8 4 6 2 4 5 2 7 8

**Using two pointers.**

|                |                 |
|----------------|-----------------|
| 3 4 5 6 7 8.   | 8 7 8 7 6 5 4 3 |
| 1 2 3 4 — 3.   | 3 5 3 5 4 3 2 1 |
| <hr/>          |                 |
| 8 8 8 8 7 6 5. | 5 5 6 7 8 7 8   |
| 1 2 3 4 5 4 3. | 3 3 4 2 3 4 3   |

The teacher may teach songs from the ladder in one and two parts; also dictation, viz., pupils sing "1," think "3." "5." "7." "8," sing "4," think "7," sing "8," etc.

**PLAIN TALKS ON DRAWING**

THEODORE C. HAILES.

DRAWING MASTER ALBANY PUBLIC SCHOOLS.

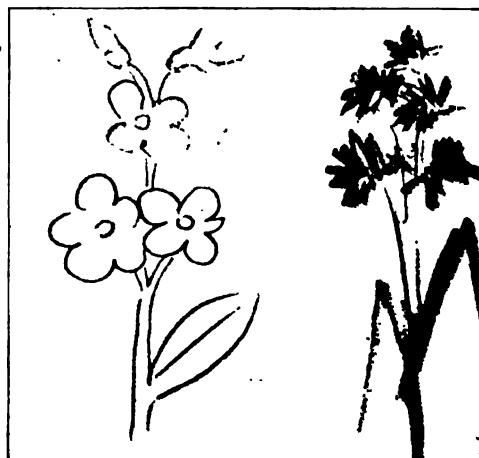
**NUMBER II.**

Fill the bottles furnished by the children one-half full of clean dry sand to make them steady and then insert the stems of the plant-life contributed by the children. The bottles or vases are then placed around the room and serve as pretty decorations until the teacher is ready to use them as drawing models.

There are two modes of rendering with a lead pencil; one in lines and the other in masses. In line work the pencil is held in the usual manner and only the point is used. In mass drawing the pencil is usually held *under* the hand and the *side* of the lead is used.

The teacher may easily illustrate the two methods upon the blackboard with a bit of

chalk. Let her draw a single flower—form like the illustration and the children will readily comprehend.



For mass-work the children should use a soft pencil and rough paper. The "Dixon sketching crayon" is an ideal pencil for this purpose, but almost any soft pencil will do. The wood should be cut away so as to expose about one-quarter of an inch of the lead which never should be sharpened. Do not forget that the pencil is to be held *under* the hand with the thumb and two fingers and the movements are made principally with the *arm*.

Place the following movement exercises upon the blackboard and have the pupils practice them as often as opportunity will permit.

SEE CUT ON OPPOSITE PAGE

The tendency of children and beginners is to use only one value. If you want life and vigor in your work, see that it is accentuated by varying tones. This effect is gotten by changing the pressure upon the pencil and will come eventually if one will only have a little patience and not expect to learn the whole art at one sitting.

After practicing the movements until the pencil can be handled with some degree of ease, a model should be placed before the pupil. His aim should be first to study its



mode of growth and the manner of rendering rather than to make a faithful representation. That will come later. If the subject is a bit of golden rod, the movement will be quite different from that used in representing a mass of hydrangeas, but very much like that used for corn tassels or yellow-dock.

In an ordinary school room not less than four stations should be established and then the children work in groups from the model, which is most convenient. At each station put a chalk box to raise the model, and, after the model is arranged, put a card or an open book behind it for a background. Cardboard boxes, from which two adjacent sides have been removed, make excellent model screens.

After working in the school room in order to learn the method, the children should be encouraged to work out doors and at home. Do not be too severe in your criticisms. Try it yourself and comprehend the difficulties. The next article will treat of "Free-hand perspective."

### READING LESSONS

Given at Albany Teachers' Training School

No. I.

SECOND YEAR — FIRST SEMESTER — PUPILS'

AGES 6 YEARS.

EDITH V. LOMAX.

*Aim*—To teach "Story of Ellen and Esther."—Ward's First Reader.

*Preparation*—The following list was written on the board and marked phonetically according to the Ward system:

|          |   |         |          |           |
|----------|---|---------|----------|-----------|
| Esther   | 2 | nestle  | wept     | sickness. |
| Ellen    | 6 | close   | fearless | wrens.    |
| sisters  | 1 | kisses  | light    | nest.     |
| sense    | 3 | suppose | paneless | wrecks.   |
| wisest   | 5 | friend  | attic    | tents.    |
| sister's | 4 | misses  | window   | nests.    |

The words were pronounced and put in sentences to show the children had their

meaning. After this was done by way of drill, the first column was made into a ladder, by lines drawn alongside and between the words and a child asked to climb up and another to run down the ladder. The second list was numbered and another child asked to give the word when a certain number was called. In the third list we played that the children were hunters and they were sent to find words. In the last column, the drill was had by asking "Who can find the word that means the bird's home? Who can draw a nest? A tent? Who can find the word that means more than one nest, more than one tent?" Then we had a talk on the wren (picture shown). Last of all one child played teacher. He called words from any of the four lists and the other children found them until all the words were again said, but not in the order written. Before beginning the reading lesson proper, we had a talk on the picture in the reader. "What time of year? Who were the girls? What do you think their names are? What are they doing? Where are they? What are they in?"

*Presentation*—The class was then prepared to read the lesson for the thought. The stories (sentences) were then read silently, the children finding the answer to the questions asked, such as, "Who were the girls? What kind of a girl is one of them? etc." Then we had reading by sentences, reading for expression, next by voluntary readers, who offered to read all the first verse. The second. "Who wants to read the third? etc." Who wants to see how far he can read without making a mistake?

*Summary*—The books were then closed and the lesson was reproduced in story form in the child's language by several of the little ones.

*Application*—The children, for busy work, at a later period in the day, draw from blackboard sketch and cut out the wren and tent.

## No. II.

**SECOND YEAR—SECOND SEMESTER—PUPILS'**  
**AGES, 7 YEARS.**  
**VIOLA C. GREENE.**

*Aim*—To teach Lesson VII, Ward's Second Reader.

*Preparation*—The new and difficult words, marked phonetically, were written on the blackboard. Elizabeth, Edith, teacher, scholar, test, Wee Winnie Wimples, replied, puppy, answered, Dotty Dimple, Dick Dunton, wilted, daisy, dropped, indeed, insect, mosquitoes, harm, children, foolish, dragon-fly, dragon-flies, medal, fear, nicely, week. Words pronounced by pupils. Sentences containing a particular word were called for, which it was thought all the pupils might not know.

*Presentation*—The meaning of the words having been given by pupils, they then read silently (a paragraph at a time) for the thought. Teacher questioned as follows: What is the subject of the lesson? What is a test? Who are the girls? What are they going to do? Who is the teacher? What kind of a scholar is Edith? In what is she to be examined? What is the first question? The picture of Wee Winnie Wimples in First Reader was shown. This helped to recall the story. Some of the children told a few facts they remembered.

Second paragraph read silently. What did Edith reply? What is a puppy? What is a kid? What did the teacher say about her answer? What was the next question? The picture of Dolly Dimple and Dick Dunton was then shown. Facts remembered by pupils were given.

Silent reading continued, followed by questions. What was Edith's reply? Who was Dick Dunton and what did he do? What happened to the daisy? How did Dotty show that she felt badly?

What did the teacher say about this answer? What was the next question?

What was Edith's answer? What is an

insect? Name some insects with two wings Name some with four wings. A large dragon-fly was then shown to the pupils. Attention called to eyes, wings, legs, jaws and body, and a fuller talk about it promised at the close of the lesson. The difference between the words dragon-fly and dragon-flies noticed. Why this difference? Why should we not fear dragon-flies? What kind of children are they who fear these insects? Whom do dragon-flies fear? Why are they not foolish? What did the teacher tell Edith? How had she answered? What did the teacher pin on her dress? For what are medals given? How many days did she keep the medal?

The lesson was then read for expression by the class.

*Summary*—Finally a short reproduction of the whole story as a summary was given by several members of the class.

*Application*—Teacher now takes up dragon-fly and questions. Where do dragon-flies lay their eggs? What do they eat? Where do mosquitoes lay their eggs? How do they look?

Later, as busy work, have the children draw from a blackboard sketch, color and cut out, a dragon-fly.

## No. III.

**THIRD YEAR—FIRST SEMESTER—PUPILS'**  
**AGES, 8 YEARS.**

**REBECCA G. McLAUGHLIN.**

*Aim*—To teach "The Town Mouse and the Country Mouse."—Baldwin's Third Reader.

1. Once upon a time a Town Mouse went to visit his cousin in the country. The country cousin was a rough fellow, and his manners were not very fine. But he was glad to see his town friend, and did all that he could to make things pleasant.

2. Beans and corn and dried roots were all that he could offer for dinner, but they were offered very freely. The Town Mouse rather turned up his nose at this country

fare. He said, "Cousin, I wonder how you can put up with such food as this every day."

3. The Country Mouse said, "I don't know of anybody that has any better." "Perhaps not," said his cousin; "but if you will go home with me, I will show you how to live. When you have been in town a week, you will wonder how any one can bear to stay in the country."

4. No sooner said than done. The two mice set off for town, and came to the home of the Town Mouse late at night.

5. The Town Mouse was very polite. After they had rested a little while, he took his friend into the great dining room. He said, "We will have something to eat after our long walk."

6. On the table they found what had been left of a fine supper. Soon they were busy eating cakes and all that was nice. "This is what I call living," said the Town Mouse.

7. Just then a noise was heard at the door. "What is that?" said the Country Mouse.

"Oh, it's only the dogs barking," said his cousin.

8. "Do they keep dogs in this house?"

"Yes, and you must be careful to keep out of their way."

9. The next minute the door flew open, and two big dogs came running in. The mice jumped off the table and ran into a hole in the floor. But they were none too quick.

"Oh, I am so frightened," said the Country Mouse, and he trembled like a leaf.

"That is nothing," said his cousin. "The dogs cannot follow us."

10. Then they went into the kitchen. But while they were looking around and tasting first of this thing and then of that, what did they see in a dark corner? They saw two bright eyes watching them, and they knew that the house cat was there.

"Run for your life!" cried the Town Mouse.

11. In another moment the cat would have had them. The Country Mouse felt her claws touch his tail as he ran under the door. "That was a narrow escape!" said the Town Mouse.

12. But the Country Mouse did not stop to talk. "Good-by, cousin," he said.

"What, are you going so soon?"

"Yes, I must go home. A grain of corn in safety is better than fine cake in fear."

*Preparation*—Following words were written on blackboard, and marked diacritically:

|         |        |          |
|---------|--------|----------|
| anybody | offer  | trembled |
| safety  | narrow | cousin   |
| escape  | dining | freely   |
| visit   |        | polite   |

These words were sounded and pronounced by the children, the more difficult ones, as safety, escape, freely, being dwelt upon longer. To be sure the children knew the meaning of these words, we had them give several sentences containing them.

Books were then opened and these same words printed at the begining of the lesson, unmarked, were pronounced again.

*Presentation*—One child was called upon to give the title of the piece. Children read silently each paragraph, and were then questioned for the thought in the paragraph, questions being asked in such a way as to bring out the thought in the words of the book. For example in the second paragraph, How did he entertain his cousin? What was all he had to offer for dinner? What tells us he was glad to offer what he had?

In the sixth paragraph, How do we know they enjoyed it?

In the ninth paragraph, How did he show his fear? To bring this out, as well as to make sure they appreciate which was the city and which was the country mouse, children were questioned also as to what they saw in the picture. How can you tell? What does the face of the country mouse show?

After the whole lesson has been read

silently and thought questioned for, the lesson was then read aloud for expression. If a child did not know or mispronounced a word, teacher without saying anything, wrote it on the board, marked it diacritically and then it was sounded and pronounced by the child. If a child read with poor expression, he was questioned for the thought until he was able to reread with good expression.

*Summary*—When the entire lesson had been read, books were closed and one or two children were called upon to tell the story they had read. A question was asked occasionally if they hesitated.

Then a lesson was drawn from the story—contentment with one's lot.

*Application*—Have the summary reproduced as busy work, while the other division is having its reading lesson.

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#### No. IV.

FOURTH YEAR—FIRST SEMESTER—AGE OF  
PUPILS, 9 YEARS.

ANNA L. ROURK.

*Aim*—To teach the first five paragraphs of "Searching for Gold and Finding a River." Page 129, "Baldwin's Fourth Reader."

*Preparation*—The pupils having previously read "Going East by Sailing West," and found the places mentioned therein on globes and maps, a map of the hemispheres was hung up and the teacher asked such questions and gave such information as would lead the children to feel an interest in the piece to be read. As:

What land is this? (pointing to America.)

Who was the first to discover land here?

In what year did he discover it?

What island did he first discover?

(A pupil answers, and points to San Salvador on the map.)

What large island did he discover?  
(Named and shown on map.)

In whose name did he take possession of these islands?

Why?

After remaining here a few months where did he go?

What did he tell the Spaniards when he returned?

What did they naturally want to do then?

Teacher—"So, a number of Spaniards did come over here from time to time. Some visited these islands; (teacher pointing to West Indies) others came over to the mainland and explored it. (Teacher pointing to the parts first explored by the Spaniards.) They found gold and silver and after becoming rich they returned to Spain."

"Four years after Columbus discovered America, a little boy was born in Spain and named *Ferdinand de Soto*. (Teacher instead of saying the name, wrote it on the board, marking it diacritically, and the pupils pronounced it several times.) He grew to be a man. When about 23 years of age he, too, wanted to visit this new land, so he came over with a captain of a vessel to *this* country. (Teacher pointing to Nicaragua.) After gaining considerable wealth he returned to Spain. In the course of ten years he came over again, and helped another man *conquer* (written on board and marked, pupils pronouncing) *this* country. (Teacher pointing to Peru.) Because of this he gained some *renown* (written on board and marked, pupils pronouncing, and one pupil giving the meaning.) After gaining more wealth he again returned to Spain. But he was not yet satisfied. He wanted to win still more riches and—(teacher pointing to the word, class replies) "renown." So a few years later the king of Spain, Charles V, made him governor of Cuba, (teacher pointing to the island, pupils naming it) and also gave him permission to explore new land.

The books were then opened.

*Presentation*—One child read aloud the title of the piece. The first paragraph was then read silently and a child was asked to

give the thought contained in it, in his own language.

The teacher then showed, on the map, the parts of America that *were* known to the people of Europe; and a child was asked to point to the parts that were not known to those people. Then the teacher showed where there were great mountain systems and large rivers in America, and told the children to notice how far this new world extended in the different directions, the children naming the directions as she indicated them.

The second paragraph was then read silently. A child gave in his own language the thought contained in the first sentence; another, that in the second; and another that in the third.

The third paragraph was read silently. A child was told to point to the Gulf of Mexico on the map, and to the country north of it. Another child gave the thought contained in the first sentence, and another, that contained in the rest of the paragraph.

"After De Soto had been made governor of Cuba and had been given permission to explore new lands, what did he do?" was asked by the teacher. A child answered, giving the thought contained in the first sentence of paragraph four. Then was asked, "Did he, like Columbus, have trouble in getting men to go with him?" "Why?" In reply a pupil gave the thought expressed in the second sentence. Then another pupil pointed out the western coast of Florida, and another told when and where De Soto's ships landed, and how he and his men felt. This completed paragraph four.

The fifth paragraph, being more difficult to read, the thoughts expressed in it were questioned for more minutely, as: What was done with the things on the ships? What were those things? What is meant by "despoiling the land?" What may some of the things have been that might have been of use in despoiling the land? What is said of the hogs? What was done with the

ships after everything was taken out of them? Why? What did the men then know that they would have to do? What does perish mean?

The first five paragraphs were then read aloud for expression. If a child read with poor expression he was questioned for the thought and told to re-read. If he could not then read with good expression, he was required to imitate the good expression of some other child.

*Summary*—After the lesson had been read aloud, two or more pupils were called upon to reproduce the lesson orally in their own language, the teacher asking questions when there was any hesitation, or if the thoughts were not connected.

*Application*—The summary was afterwards written as a language lesson.

#### FOR THE MAN WHO FAILS

The world is a snob, and the man who wins  
Is the chap for its money's worth;  
And the lust for success causes half the sins  
That are cursing this brave old earth.  
For it's fine to go up, and the world's applause  
Is sweet to the mortal ear;  
But the man who fails in a noble cause  
Is a hero that's no less dear.

'Tis true enough that the laural crown  
Twines but for the victor's brow;  
For many a hero has lain him down  
With nought but the cypress bough.  
There are gallant men in the losing fight,  
And as gallant deeds are done  
As ever graced the captured height,  
Or the battle bravely won.

We sit at life's board with our nerves high strung  
And we play for the stake of fame,  
And our odes are sung and our banners hung  
For the man who wins the game.  
But I have a song of another kind  
Than breathes in these fame-wrought gales—  
An ode to the noble heart and mind  
Of the gallant man who fails!

The man who is strong to fight his fight,  
And whose will no front can daunt,  
If the truth be truth and the right be right,  
Is the man that the ages want.  
Tho' he fall and die in grim defeat,  
Yet he has not fled the strife,  
And the house of earth will seem more sweet  
For the perfume of his life.

—Paul Laurence Dunbar.

## In Special Fields

### CULTIVATING THE BUSINESS HABIT

FOREIGN FRILLS AND ELABORATE CURRICULA NEVER CAN DO THE WORK.

WE are having a great time in New York talking about the New High School of Commerce. The Borough Board of Superintendents and the various school-masters who would be willing to serve as principals of the new school have been giving the matter a great deal of careful thought. Through all the discussion one is impressed by the great importance set upon the course of study to be adopted. One of the funny things in this line was the meeting of our New York State Council of School Superintendents. All unconscious of the humor of the situation, we schoolmasters, half a day behind in our program, aimlessly dawdling along, talked away long after the time of adjournment, discussing by what curriculum we, the most unbusiness-like men in town, could prepare boys for business. As if a course of study will itself get up and do things! We are discussing wisely the Franco-German technologico-commercial system which, like Mr. Muldoon's "transparency," will be a useless piece of machinery if "we can find no wan to play on it." We school men worship courses of study. We have worked long and hard to find and classify subjects with which to store the mind of boys, but "educated failures" with well-stored minds keep rising like dread phantoms before us and cry out that their ruin has come from weak and undisciplined wills.

It is everywhere, this complaint of the lack of discipline. When the business man, like Henry Clews, describes it, we say he is not familiar with the schools; but here comes Eliot, the president of the institution that caps our whole educational system and he, too, questions the way in which we train the boys and girls to whom we apply these courses of study.

In England, they are singing the same song. The head master of the Bristol school, discussing before the Board of Trade, the training of business men, says: "In place of acquiring habits of working heartily, strenuously, and to the best of their power, a large proportion of our boys, during the most impressionable periods of their lives have attained skill in shirking. They have acquired not only the bad habit of making excuses, but still worse, of believing in excuses." We American school and college boys in my student days, were no better. In the college towns there were herbaria, collections of field-stones, and there were essays on standard themes, handed down from class to class for submission to the professors as original work. The use of the translations, outlines and other emasculating substitutes for intellectual labor was not only well known among boys, but to the professors as well. My young men, now coming back from the colleges, seem to me like participants in a pleasant picnic. Their most entertaining tales are of the ease with which "Tuppy" or "Bunny," dignified professors of philosophy or ethics, may be "crusted." I do not believe the American boy is much above the criticism made by the head master of the Bristol school. I know the training given me, and I know the training boys are commonly getting now. A good deal of it is decidedly mushy. I have recently visited some of the alleged higher work in some colleges. They are making a tremendous fuss over a small accomplishment. The occasional plain words of Charles Francis Adams, of President Canfield, of Schoolmaster Ramsay, or some less noted, but none the less hard-headed father, asking what it all amounts to, are annoying and

unpleasant to those of us who help keep the elaborate systems running, but they express the thought of a large and good-natured public that look upon our educational accomplishment with doubt and even with contempt. That the American boy is not being trained in habits of efficient work might be indicated by the fact that the issues of Elbert Hubbard's "Message to Garcia" has gone into the millions, bought by employers for distribution to their help. What is this essay, more than a brilliant description of the pitiful inability of the average American boy to follow to adequate completion a simple task given him clearly and fully?

That high school and college have no higher duty than training the will, these few words of mine assume. That commercial education, to introduce which this country is surely coming, will be a failure however wisely the curriculum be framed, unless the instruction itself be carried on with more strictness, severity, and vigorous training of will power is the proposition I am seeking to establish. It is not that business is only work, or that a youth that works faithfully is sure to succeed in commercial life. This is not the point. The proposition is that no curriculum of studies all useful and it may be all vital to a broad understanding of commerce will lift the school above the present danger of all our schools, namely, the failure to cultivate the habit of accurate, intelligent, enjoyable work.

The poor work of a factory is chargeable to the foreman; the faulty operation of a railroad comes to the door of the general manager; all the mistakes of a bank must be charged to the president. But how many presidents of colleges see that the classroom work of their subordinates is productive? I wasted weeks of time under professors that every student then thought and now knows to be failures. The lost time can never be regained. Respect for "Academic freedom" to teach anything or noth-

ing, prevented the man supposedly responsible for the excellence of my university from inspecting and reporting upon the daily waste in "room X." Sentimental consideration for professional dignity is keeping educational institutions on a plan that would wreck a business house in a month. Commercial education must needs be taught in schools that are organized on a business basis, with a responsible head.

The boy needs to grow up in the same kind of an atmosphere that will surround him when he goes into a business house. That is an air of complete and unquestioned autocracy. His superior will be his boss. His parent will have practically nothing to say. The boy will do his work or get out. It takes the average boy two hours to find this out. A school to train to business habits will have to be administered in the same strict way. Beginning and continuing with kindly warnings and sympathetic regrets at failures, the administration will nevertheless be business from the first minute to the last.

Such administration needs to make provision that the work given to students, within their powers, shall be done. This will require something more than the dear old professors who accepted in sweet simplicity, the same herbaria in new covers year after year. It requires teachers enterprising enough to devise work that will call up hearty effort above and beyond the help of translations and outlines. It needs teachers who are business men enough to get themselves into their own classrooms ready for work on time; who have sufficient skill in book-keeping to be able to record what the boys have done and what some boys have yet to do. A business school will need to do away with excuses. Ask an ordinary American to say what he most intimately associates with the word "excuse" and he will answer, "school." Commercial education must be based on the habit of doing things with schemes devised by which the

things get done by every boy; if missed at first, then on a subsequent set date. Excuses having by this means ceased to be of value will cease to be created, so will die one of the greatest enemies of business.

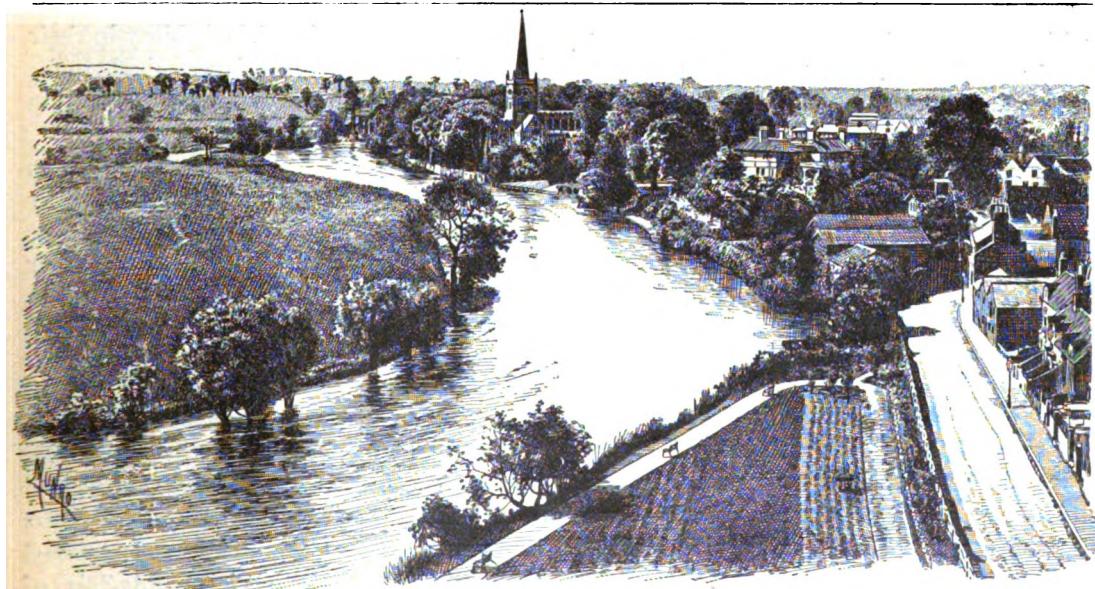
The present debilitating practice of permitting boys to leave off easily, tasks that they have entered upon, will keep any commercial school from progress. Two things, one complementary to the other, are necessary to the training of the will. One is the necessity of avoiding tasks beyond one's power, by which the will becomes accustomed to giving up. The homely proverb: "Don't bite off more than you can chew" expresses it. The other is the need of finishing one's work. I could not suggest a better motto for the administration of the coming schools of commerce than: "Chew all you bite off."

Enough said. Curricula are all very well, but they are only tools. I can stick to courses of study and be half asleep the while. I can graduate a boy from a splendid course and have him worth fifty cents a century. A country schoolmaster with no course and no apparatus can train up men and he is doing it in several thousand places

this minute. Therefore, as we say at the end of the example, if one man without a fine curriculum can train twenty boys to business habits, the training to business habits depends chiefly on the habits of the men that train. Q. E. D.

A. NONYMOUS.

"LAUGHTER, says a writer, is a most perfect medicine. It takes a man out of himself and so gives nature a chance. The brain is so frequently our prime mover in sickness that anything that temporarily disarranges it, as it were, is good for us. Forgetfulness is a great administrative and recuperative genius. He who forgets wins half the battle whether it be the forgetting of an injury or the dismissal of a trouble. Time, the sovereign healer of all our wounds of heart or soul, is but an ally of our brain, and in this combination we have perhaps, the greatest solution of the secret of life. But in laughter, almost inexplicable as it is, there exists a great healer. It is the forerunner, one might almost call it, of forgetfulness. It is the distracter. It shakes up the creature, it fosters hope, without which our being is almost a blank. Laughter is the truest of medicines. Get it when you can. Do not be afraid to laugh. It blesses you and those who hear. It is akin to mercy. The light side of nature is the happy one; make haste to laugh."



A VIEW IN STRATFORD-ON-AVON

From Warren's Stories from English History

## Editorials

ONCE more we extend to our readers the compliments of the holiday season, wishing them all a *Merry Christmas* and expressing the hope that the new year may bring to them health and contentment.

\* \* \*

THE municipal election in Rochester resulted in a victory for good schools. The immediate welfare of the school systems was at stake in more municipal contests this year than ever before.

\* \* \*

COLUMBIA UNIVERSITY promptly elected Nicholas Murray Butler, president *pro tem*, on the resignation of Seth Low. Columbia will now deliberate long and carefully on the choice of a permanent head and then doubtless, concluding that it acted with the greatest wisdom in making its temporary selection, decide to ratify that choice unanimously.

\* \* \*

DR. JAMES M. MILNE, formerly principal of the Oneonta Normal School, who was recently admitted to the bar, has become a member of the New York City law firm of which ex-Assemblyman E. H. Fallows is the head. We congratulate Dr. Milne upon this opportunity to make use of the splendid talents he possesses and we feel quite sure that all who know Dr. Milne will agree that the law firm which he enters is equally to be congratulated.

\* \* \*

CORNELL University, it is a pleasure to announce, is not going to allow the nature study spirit to die out. It has therefore established a "Home Study Course," for teachers and training schools. The announcement of the work and conditions of this course is carried elsewhere in this number, under the head "In Special Fields." We doubt if there will be a training school

or class in that State that will not enroll for this work. Every progressive school as well should take advantage of the opportunity thus presented.

\* \* \*

IN our sketch of Miss Estelle Reel, in this month's "School Men of the Hour," we refer to the "Course of Study for Indian Schools," which has just been issued under her direction. This course might serve as a model for any all-round institution. It is intensely practical in all departments and in its applications. In the nature study work the greatest emphasis is laid upon soils. The amount of information and lines of treatment suggested in connection therewith was a revelation to us, although we had been under the impression that we were fairly well up on the general points of nature study.

\* \* \*

WE again call attention to the courses now being given in the columns of this magazine on drawing by Prof. T. C. Hailes, drawing master and on music by Prof. Edward Futterer, musical director in the public schools of Albany, N. Y. Both gentlemen combine distinguished ability in their lines with practical experience which make their articles suitable for direct application in actual class work.

Attention is called to the fact that articles in this magazine, not credited to other sources, are copyrighted, and these articles in particular are not to be used by other publications without formal permission.

\* \* \*

THE present special attention to commercial schools and courses as a part of public school work make pertinent the article we carry this month on that general subject.

It will be noticed that our anonymous contributor whose communication is carried under the head "In Special Fields," is of

the opinion that our commercialists in New York City are going crazy over the idea of fine buildings, Chamber of Commerce affiliation and Franco-German curricula, when any common sense teacher knows that the success of the proposed commercial school will depend on no frills, but on hard-headed, old-fashioned, country school teaching, so-called.

\* \* \*

SLOWLY but surely the movement for but one session in the first and second year classes of our schools is gaining ground. It has been hurt somewhat by being called "Half-day sessions," and in New York City "Part-day classes." Nevertheless, the idea is gaining ground and giving satisfaction wherever it has a fair trial. We noticed a protesting note, in one of our exchanges the other day, from an educator of some prominence, but when Superintendent Blodgett, of Syracuse, after twenty-five years' trial still favors it, when Superintendent Seifert, of Milwaukee, proclaims its practical success there, when Editor Tom F. McBeath, of the *Florida School Exponent*, says that, resorted to in Jacksonville after the great conflagration there as a temporary makeshift, it has been a marked success, we believe the burden of proof is on those who object to it.

\* \* \*

EARLY in the fall educational people throughout New York State were startled to hear that Superintendent E. S. Harris, of Poughkeepsie, had sued the wife of a member of the school board for \$10,000 for slander, in giving to members of the board stories detrimental to his moral character and his standing as a wise administrator of schools. There was much admiration expressed for Superintendent Harris in that he had the "sand" to call to time the author of the more or less defamatory stories that many in every community seem only too willing to credit of anyone engaged in school work.

The case has, however, come to a sudden end. The woman who circulated the stories and who was the defendant in the slander suit, has published a statement absolutely and unequivocally denying their truth, and adding that at no time did she mean to insinuate anything against Superintendent Harris's moral character.

Superintendent Harris is to be congratulated on this public vindication. The pitiable thing about such affairs is that no such denial or withdrawal of charges ever entirely clears the person attacked or removes the taint that a momentary gratification for gossip brings upon him.

\* \* \*

IN the revival of the demand for emphasis on the teaching of patriotism in our schools, occasioned by the assassination of President McKinley, State Superintendent Skinner is coming in for a great deal of praise for his efforts to promote this work through the medium of the "Manual of Patriotism," issued by him about two years ago. A distinguished speaker at a banquet given in New York City recently, referred to the Superintendent's work in this connection, as follows:

"And I want to say, with respect to these things, that very largely along these lines the State of New York has manifested an appreciation of this vital problem, by the publication last year of a 'Manual of Patriotism,' to speak of which, here, is to me the greatest pleasure. For in the volume we have a sumptuous compendium of 450 pages laden with the very best things of patriotic literature, brilliant with terse histories and biographies, enriched with the stirring music of the republic and the fireside—the whole inspired by State Superintendent Skinner, ably edited by Principal Wickes, of Syracuse, and a copy placed in every public school. I doubt if any State of the Union at any time has ever approximated this effort to inculcate patriotism and

to 'lay stress upon these civic virtues which develop and ennoble true and patriotic citizenship.' I doubt if any printing press in this land ever clanked and clang'd out a better antidote for anarchy than the press that issues this manual. For, better than any other single book that I ever saw, does it tell the story of patriotic sacrifice, of the safe-guarded home, of the most quickening utterances of statesmen, of the riches of liberty and the povertyes of ignorance. It tells of the meaning of blood and tears, it enlightens the mind and quickens the heart—and it weaves the major and minor keys into civic music; it does this in poetry and in prose, in history and in biography, and thrice happy is the State whose children are thus inspired."

\* \* \*

A YEAR ago there was organized in Syracuse a Training Teachers' Conference, composed of principals and teachers of the various training schools and classes of the state of New York.

One might think there were already enough, if not too many, educational organizations. But although the academic principals of the State meet twice a year, at Syracuse in December and at Albany in June, the grammar school masters meet at Syracuse in December and at the State Convention in June, though the normal school principals have their quarterly conferences, and the city superintendents of this State, their annual meeting, there was a large, growing and most important interest that had never yet gotten together for mutual conference and advancement. That there was need of such a gathering was evidenced by the fact that, though the first meeting was somewhat informally summoned together, there were one hundred and nineteen members enrolled and the meeting was declared by all present to be one of the brightest and most helpful they had ever attended.

With this excellent start, the officers of

the association have had a comparatively easy task this fall preparing for the second annual meeting, which is to be held at Syracuse on the afternoon of Thursday, December 26th, and all day Friday, December 27th. Their task has been made still lighter by the earnest and loyal assistance given them by the Bureau of Training Schools of the Department of Public Instruction. A splendid program has been prepared and the best talent engaged in the work have cheerfully and readily agreed to participate in the discussions.

The subjects to be discussed follow:

1. Psychology: (a) The Munsterberg dictum—The benefits of Psychology to the teacher. (b) How is Psychology best presented to Training classes?

2. The Physical Well Being of Training class Students—Best secured by physical entrance examinations, physical culture; systematic relaxation, etc.

3. Methods in Number and Arithmetic—Their respective values, intrinsically, and from the standpoint of economy and time.

4. Nature Study in Training classes—The aim, matter and method.

5. Our Teaching Supply—Its merits and deficiencies.

The last named subject will be discussed by Superintendent Charles B. Gilbert, of Rochester, representing a large city community; Superintendent Thomas R. Kneil, of Saratoga Springs, representing a smaller community; Edwin F. McDonald, President of the State Association of District Commissioners, representing the rural standpoint; and Inspector Willis D. Graves, representing the State Inspectors of Training Classes.

Headquarters will be at the new "Hotel Warner," near the depot, which will give those attending the best and most reasonable hotel service in Syracuse, and also afford opportunity for that out-of-session intercourse which is a most helpful feature of all meetings.

## General School News

Dr. Charles C. Rounds, for fifteen years principal of the State Normal School at Plymouth, N. H., died recently.

President Abram W. Harris, of the University of Maine, has resigned his position, the same to take effect December 15.

The meeting of the New England Association of Superintendents was held in Boston in November. An unusually fine program was presented.

By a bequest valued at \$750,000, by Mrs. Indiana Fletcher Williams, a new college for women will be established in Virginia. It will be known as the Sweetbrier Institute.

Chicago is waking to the idea of converting the school buildings into social centers for the neighborhoods in which they are located. The Women's Club has obtained use of the Polk Street School as a meeting place.

A State Schoolmasters' Club has been organized for the State of New Hampshire, and will give a banquet yearly, with literary features. Prof. J. E. Klock, of the Plymouth State Normal School, is president.

Andrew Carnegie's latest act of philanthropy is a magnificent one. He will found a Polytechnic school at Pittsburg, Pa., to cost \$17,000,000. Of this great sum he will donate \$13,000,000; the \$5,000,000 for a site and grounds to be raised by the city.

A promising young educator from the State of Wisconsin is Prof. Herbert E. Boston, who has recently been elected to the chair of civics and history in the University of Texas. He was connected with the State Normal School at Milwaukee.

The Southern Educational Association will meet at Columbia, S. C., December 26 to 29. The president of this association is G. R. Glenn, Atlanta, Ga.; the secretary, P. P. Claxton, Greensboro, N. C. A feature of the program will be the liberal time allowed for discussion of papers.

The educational fraternity learn of the death of George E. Bemis, of the Bemis Publishing Company, publishers of the Teachers' World, with deep regret. Not alone an able and experienced publisher, long connected with educational work, but a man of strong individuality and genial disposition, his presence will be greatly missed. He was in the prime of life.

The teachers of English in the schools of New England have undertaken to advance their interests by organizing the New England Association of Teachers of English. The first program of this association was presented at the meeting at Boston in November. The general topic was the "True Aim of Written Work."

In 1875 John Simmons left property for the endowment of a college for the education of women. This property is now valued at \$2,000,000, but nothing has been done as yet toward the erection of the institution. As soon as a suitable person to become president is found the work of establishing the school will begin. It is expected that it will be located in or near Boston.

A unique idea of teaching the French language is being employed in England. Prominent French professors prepare phonograph cylinders carrying French lessons. These records are accompanied by a book containing thirty lessons, to correspond with the cylinders. The student sets the phonograph in motion and the book explains what it says. The accent is thus correctly obtained.

The fifteenth annual convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, was held at Syracuse University, November 29-30. Prof. James Hervey Robinson, of Columbia University, read a paper on "The Elective System and a Liberal Education." St. Clair McKelway, LL. D., presented the topic of "Freedom of Speech in Connection with Education—(a) the Rights of Donors; and Pres. Charles W. Eliot of Harvard University (b) the Duty of the Institution to Maintain Freedom of Speech." The report of the college entrance examination board was given for discussion by Prof. N. M. Butler. Several other good features are included.

The College Entrance Examination Board of the Association of Colleges and Preparatory Schools of the Middle States and Maryland held its semi-annual meeting recently and elected new officers for the year as follows: Chairman, Dr. Nicholas Murray Butler, acting president of Columbia University; vice-chairman, President M. Carey Thomas, of Bryn Mawr College; secretary, Thomas Scott Fiske, professor of mathematics at Columbia University; treasurer, Joseph C. Hendrix, president of the National Bank of Commerce, New York City; executive committee, Acting President Butler of Columbia, President Thomas of Bryn Mawr, President Taylor of Vassar College, Dean Lamberton of the University of Pennsylvania, and Dr. Julius Sachs of the Sachs Collegiate Institute, New York City.

At a recent meeting of the Society for the Promotion of Southern Education, held at New York City, Dr. C. W. Dabney, president of the University of Tennessee, gave some interesting figures concerning education in that section of our country. After calling attention to the fact that the South had 10,000,000 whites and 8,000,000 blacks in its population, or about 25 per cent. of the total in the country at large, thus explained the educational conditions prevailing in that section: In the whole of the Southern States the average number of school days on which teaching is done in one year is

109. The average salary of a teacher is \$31.75 a month. The total expenditure for popular education in the South per annum is \$36,000,000, or \$9.72 for each pupil, \$1.34 per capita of population. In the State of North Carolina, which is a typical state, the average number of enrolled pupils in each public school is 65, and there are upon an average 54 pupils to every teacher. The average cost of the school houses is \$180, and the average salary of a teacher is \$23.36 a month, or \$77 for the entire year, since teaching is done upon only 70.8 days. It follows from this condition that the teachers of the South are makeshift teachers merely, those who take up this work while waiting for something else. And in the State of North Carolina the average child gets just 2.4 years of this kind of schooling as his prep-

aration for citizenship. Why does not the South have better schools? First, because of the sparsely settled population. In the State of Massachusetts there are twenty-five cities with more than 20,000 inhabitants. In the whole of the Southern States there are just nineteen such cities. Our people are a rural people, and schools must be taken to them. Another cause is the poverty of the people. Our people are poor. The total value of assessed property in the State of Tennessee is \$427,000,000. Deduct the railroads, telephones and telegraphs, which are principally owned outside the state, from this sum, and you have left only \$206,000,000 as the value of the property of the state. The people are ignorant because they are poor, and they remain poor because they are ignorant."

## In the Schools of the State

### TEACHERS' INSTITUTES

#### SCHEDULE OF APPOINTMENTS

| DATE         | COUNTY           | Dist. | PLACE            | CONDUCTOR     | INSTRUCTOR IN DRAWING | INSTRUCTOR IN ENGLISH |
|--------------|------------------|-------|------------------|---------------|-----------------------|-----------------------|
| Jan. 6, 1903 | Erie.....        | 1     | Clarence.....    | Shaver.....   | Miss Rice.....        | Miss Schreiber...     |
| " 6, "       | Schenectady..... |       | Schenectady..... | Smith.....    | Miss Rice.....        | Miss Collier....      |
| Feb 3, "     | Steuben.....     | 3     | Corning.....     | Shaver.....   | Miss Rice.....        | Miss Schreiber...     |
| " 3, "       | Steuben.....     | 1     | Bath.....        | Williams..... | Miss Rice.....        | Miss Schreiber...     |

### CITY INSTITUTES

| DATES                  | PLACE                         | CONDUCTOR     |
|------------------------|-------------------------------|---------------|
| Nov. 26-27             | Troy, Cohoes, Watervliet..... | Sanford.....  |
| " " Elmira.....        | Elmira.....                   | Williams..... |
| Feb. 18-14, 1902       | Auburn.....                   | Williams..... |
| " " Geneva.....        | Geneva, Seneca Falls.....     | Sanford.....  |
| " " Binghamton.....    | Binghamton.....               | Shaver.....   |
| " 20-21,               | Hornellsville.....            | Sanford.....  |
| " " Olean.....         | Olean.....                    | Williams..... |
| " " Niagara Falls..... | Niagara Falls.....            | Smith.....    |
| " 27-28,               | Ogdensburg.....               | Shaver.....   |
| " " Watertown.....     | Watertown.....                | Williams..... |
| " " Oswego.....        | Oswego.....                   | Smith.....    |
| Mar. 6-7 "             | Rome, Oneida.....             | Shaver.....   |
| " " Amsterdam.....     | Amsterdam.....                | Williams..... |

[NOTE.—We desire to cover the important school news of the state. Teachers will confer on us a favor by sending important news, catalogues of schools, and programs of teachers' meetings.]

Rev. O. H. Warren, regent of the University of the State of New York, and editor of the Northern Christian Advocate, died November 23rd.

One of the Cuban pupils of the New Paltz Normal School, who recently witnessed a football game, says it is far more barbarous than bull fights, which were so numerous when Cuba was under Spanish rule.

Professor Richmond Mayo-Smith, of the school of political economy of Columbia University, died November 13th. He had been associated with the college sixteen years, and was held in high regard by both students and faculty. Death was caused by falling from a fourth-story window at his home.

### AT LARGE.

Prof. F. F. Crane has been appointed dean of the faculty of Cornell University, in place of Professor White, who resigned.

Prof. Edward North has resigned the professorship of Greek in Hamilton College. He has been in the service of the college for 57 years.

By the choice of a committee composed of Prof. Henry P. Warren, Dr. William J. Milne and William S. Egerton, of Albany, the first and second prizes of \$100 and \$50, offered by Hon. William A. Wadsworth for the best kept school grounds, goes to Union Free School, district number 15, town of Hempstead, Lawrence, L. I., and the Broad Street School, of Plattsburg.

## COUNTIES

**Albany.**—The meeting of the Hudson River Schoolmasters' Club was well attended, the program being carried out much as it appeared in our last issue. The following officers were elected: President, Principal Myron J. Michael, Free Academy, Kingston; vice-president, Prof. A. N. Husted, Normal College, Albany; secretary, Henry S. Taylor, regents' office, Albany; treasurer, Charles N. Cobb, regents' office, Albany. Principal Walter S. Knowlton, High School, Saratoga Springs; Mr. L. O. Wiswell, department of public instruction, Albany; Principal F. C. Barnes, Academy, Troy, the last three with the officers constituting the executive committee.—A pleasant feature of school life at School No. 4, Albany, was a recent meeting of the mothers of the pupils and teachers of the school at the school building. Prin. Howe gave a lecture on "The Battle of Saratoga," after which light refreshments were served, and a pleasant social time enjoyed.—The Eastern Branch of the Collegiate Alumnae held an enjoyable meeting at Albany. Miss Bertha Goesbeck, president of the association, presided.—Melvil Dewey, director of the New York State Library, delivered an address before the Arundel Club, of Baltimore, Wednesday, November 20, on "The Educational Function of Public Libraries." He also spoke before the school principals of Baltimore on "School Traveling Libraries," and on Thursday, before the Women's Club, at Port Deposit, on "Traveling Libraries."—At a recent meeting of the teachers of Cohoes Miss Frances Crawford delivered an address on "The Relation of the Kindergarten to the Public School Systems."

**Allegany.**—The Rushford Union School has recently been graded as a high school by the Regents. A literary society with over fifty charter members has been organized in connection with the school and volume one of *The Banner*, a high school paper, has made its appearance.

**Broome.**—The cigarette evil is considered so dangerous to the health and study of Binghamton pupils that Prin. Banta and his teachers are taking vigorous measures to stamp it out. The board of education agrees with the teachers that the practice must be abated if possible, and will back up suspensions or expulsions to this end.

**Cattaraugus.**—The meeting of the Teachers' Association of the Second School Commiss-

sioner district, was held at Randolph, November 23. The following program was enjoyed by the teachers present: The Value of Manual and Physical Training, Prof. H. G. Burdge, Chamberlain Institute; The Coördination of Union and Rural Schools, Com'r. S. A. Peavy, Great Valley; Is there Danger of Requiring too Much Written Work? Prin. John P. Mabon, Limestone; Training of Judgment, Supt. Thomas Stone Bell, Salamanca; Topics for Discussion by Association: What amount of time should be spent on drawing in the grades? In what grade should pen and ink first be used? The value of memory selections in the lower grades. The following officers were elected for the ensuing year: President, S. A. Peavy; vice-president, Prin. F. E. Baker, Randolph; secretary-treasurer, Supt. Thomas S. Bell, Salamanca. The meeting was an interesting and profitable one.

**Chautauqua.**—Ex-Sheriff William Vorce, of Westfield, at his death left \$200,000 to the public schools of Westfield, Ellery and Chautauqua. By the death of his wife recently the remainder of the estate will be added to this fund, making a fund of \$300,000.—The Fredonia Censor has the following to say of the efficiency of the Fredonia Normal School: The high rank which Fredonia Normal scholars have taken in other institutions is the best of proof that their instruction received here is thorough and scientific. It will be remembered that we now have a representative at West Point, and another at Annapolis, in the U. S. Naval Academy, who won their appointments on competitive examinations. Both these winners, Edward Moran and James Gawne, came up through all the departments of Fredonia Normal school.—The Ripley Union School has been raised to the high school grade. Prin. H. J. Baldwin is to be congratulated. The attendance is also largest in the history of the school.—The corner stone of the new Westfield High School building, which is to be a commodious and costly structure, was laid November 5th, with imposing Masonic ceremonies. The school history of Westfield is important, and the last chapter written is the most interesting one. Prin. P. K. Pattison has added a new glory to his service for the schools of that village.—Program of the recent teachers' meeting at Johnstown: Round Table—The Teacher's Responsibility for the Physical Welfare of the Pupil, conducted by Supt. Rovillus R. Rogers; (1) What are the most evident effects of poor ventilation and over-heating of the school-room? Mary H. Laidler; (2) What is the teacher's part in regulating temperature and ventilation? What cautions are necessary? Nellie C. Dyer; (3) What has the teacher to do with the condition and use of the child's clothing? Mertie M. Dickson; (4) What use can be made of play and calisthenics? Clara M. Price; (5) What suggestions may the teacher make concerning food, sleep, bathing, etc.? Emily A. Yates; (6) How to test illness? What to do in an emergency? Annie G. Bucklin; Physical culture in the grammar school, Ruth C. Tounslay; Methods of testing sight and hearing, Dr. Bertrum B.

**McElhany**, practically illustrated.—Brocton school has so increased in attendance that a new teacher has been added, Miss Sculley of Dunkirk.

**Columbia**.—There have been added to the library of the Hudson schools recently 300 volumes of choice literature. There were already 2,500 books of substantial literature in the library.

**Erie**.—Several cases of diphtheria have interrupted the work of some of the Buffalo schools.—The public schools of Buffalo have received the benefit of several valuable exhibits donated by the exhibitors at the Pan-American Exposition.—The pupils of Masten Park High School, at Buffalo, according to the local press, have been especially honored by being asked to make the first United States flag that the Philippines have had. Naturally they are much elated over the attention that has been paid their school by the new American subjects. Three years ago when the Spanish-American war broke out the Masten Park pupils presented a handsome flag to the 13th Regiment when it was ordered to the islands. That flag was the one under which the Filipinos stood when they took their oath of allegiance to the United States. When the natives learned the story of the flag—that it was made by school boys and girls—they asked that the pupils of the same school make their first Stars and Stripes, that is, the first that they will recognize as their national banner. The young people are working on the flag now, and when it is finished it will be the largest and handsomest they have ever made, and for several years each freshman class has presented a flag to the school until now there are sufficient to drape the entire gallery of the school assembly room.—A bronze tablet was recently unveiled at the Central High School building at Buffalo, in memory of Charles Linden, who for seventeen years was a teacher of natural science in the school.

**Fulton**.—Program of the teacher's association, held at Gloversville, N. Y., November 2: Reading, first year, Combined system, Miss Mary E. Phillips, Gloversville, N. Y.; reading, first year, Class exercise, Miss Minnie E. Streeter, Gloversville, N. Y.; reading, first year, Ward system, Miss Lillie Grimes, Johnstown, N. Y.; reading, second year begun, Class exercise, Miss Harriett Underwood, Johnstown, N. Y.; Round Table—What do our schools need most? discussed by principals Dunkin, Mayfield; Saltsman, Ephratah; Lewis, Broadalbin; Crosby, Cranberry Creek; Wise, Northville; Mental arithmetic with class exercise, Miss M. Sophia Mattison, Johnstown, N. Y.; address, Cardinals of character, Charles A. Schumacher, Ph. D., Oneonta, N. Y. The officers are: President, Alvin A. Lewis, Johnstown, N. Y.; vice-president, John Dunkin, Mayfield, N. Y.; secretary and treasurer, Willis E. Leek, school commissioner.

**Franklin**.—The fall meeting of the Franklin County Teachers' Association was held at Malone December 6th and 7th. While the details of the program were substantially as

follows: Address by Prof. Frederic C. Foster, of St. Lawrence University, on the topic "An Educational Reaction." This address is spoken of in very high terms by all who have heard it. The topic of "Individual Instruction," which is attracting so much attention, particularly in our own State, and which is in successful practice and has passed beyond the experimental stage at Ogdensburg, was presented by Superintendent Kennedy, of Batavia. The balance of the morning the association was divided into two periods and each period into three sections. Section one held a conference of teachers of music. Section two considered the topic: "How do the results obtain of the teaching of arithmetic of to-day compare with those of a generation ago? a) as to disciplinary value, led by Prin. Weld, of Saranac Lake; Miss A. C. Caldwell, of Malone, and Miss E. M. Turner, of Loon Lake. b) as to practical working knowledge, led by Prin. Kinney, of Burke; Miss B. L. Paddock, of Malone, and Mrs. Nettie Selkirk, of Duane. Section three held a conference of training class teachers. The work of the last period was then taken up. Section one was a conference of drawing teachers of the county, and all others interested in this topic. The conference was conducted by Miss M. E. Hays, of Saranac Lake. Section two considered the topic: "What are we doing and what more may we hope to do to encourage the reading of good literature by our pupils, particularly at home?" Com'r. Macdonald, of the second commissioner district, of St. Regis Falls; Miss S. L. Perry, of Malone, and Mrs. F. L. Davis, of Paul Smith's, and Mrs. S. McAllister, of Ozonia, led in the discussion of this topic. Section three was a round table of high-school teachers. The afternoon session convened, the entire time was given to the discussion of the topic "The Recitation." This was based upon Dr. McMurray's "The Method of the Recitation," and the substance of the contents of this book was presented by Prin. Howe, of Moira, Miss A. N. Smith, Miss G. L. Chesley, of Malone, and Miss M. McCarthy, of Brushton.—Prin. O. H. Burritt, of the Franklin Academy, Malone, has been appointed superintendent for the State School for the Blind at Batavia and has accepted. The salary is \$2,000 and maintenance.

**Herkimer**.—The annual fall meeting of the Herkimer County Teachers' Association was held at Little Falls. The officers of the association were: President, Francis J. Flagg; vice-president, George L. Bennett; secretary-treasurer, Miss Margaret Walcott. The program was as follows: Address of Welcome, Dr. M. A. Richards, Little Falls; Response by Prin. G. L. Bennett, West Winfield; "High School English," Miss Rebecca L. Leeke, Little Falls; "Common Errors; How to Correct Them," Miss Iva Tufts, Mohawk; "The Composition," Miss Mabel A. Guile, Herkimer; "How to Get Pupils to Read," Miss Mabel Rose, Frankfort; Physical Culture, Miss Jennie D. Petrie, Little Falls; Training Pupils to Study,

Prin. James Eggenberger, Dolgeville; Kindergartens: "What a Kindergarten Should Be," Miss Rosemary Baum, Supervisor Kindergarten, Utica, N. Y.; "The Value of Kindergarten Training," Supt. H. E. Reed, Little Falls; "Kindergarten Devices for Primary Teachers," Miss E. Jennie Williams, Ilion; "The Relation of Teacher to Community," Prin. F. J. Madden, Frankfort.—The North Side School, at Herkimer, has been thoroughly examined by the State health officers, and the condition of the same reported to be good. It will be re-opened.

**Monroe.**—The night schools have been opened in Rochester.—The next move in the progress of the schools of Rochester will be along the line of adequate salaries for teachers, if the teachers can accomplish their hopes. There is a strong agitation of the matter. In their report the committee point out the following facts: "Briefly summing up a teacher's expenses, we find these figures: A teacher who has taught ten years or more receives \$550 a year. By extended inquiry among the teaching force, we have found that living, including laundry, costs at least \$6 a week. Few of the teachers are placed in schools near their homes, so that \$25 a year must be spent in car fare, which amount does not include going home at noon. The Teachers' Club, Teachers' Relief, and Teachers' Association cost \$3 a year. By a simple process of multiplication and subtraction it can readily be seen that but \$210 are left for the year, or a little more than \$4 a week for every other expense. From this sum must be supplied educational magazines, books, aquariums for the school rooms, and many other things incidental to the work, as well as clothing; and educational authorities tell us that in order to have the best influence over our pupils one of the necessities is to be well dressed. In many cases insurance must be carried to protect the teacher or some relative. The expenses of attending a summer school, which many of the teachers desire to do, must come out of that also."—Miss Marie Hofer, director of music, has been employed by the Rochester board of education to give evening instruction to teachers.—Miss Anna M. Booth, vice-principal of the Rochester Training School, has resigned her position, after long and efficient service.

**Oneida.**—Oneida Chapter, Daughters of the American Revolution, Utica, has decided to encourage interest and study by pupils of some of the public schools by offering prizes for essays upon historical subjects. A first prize of \$15, and a second prize of \$10, open to all pupils of the academy. Subjects, "The Declaration of Independence and Some of Its Signers." "The Story of Manhattan Island from 1609 to 1783." A first prize of \$10 and a second prize of \$5, open to all pupils of the advanced school and the advanced departments of schools No. 19, No. 20 and No. 21. Subjects, "The Six Nations;" "Major-General Israel Putnam."—The free text book proposition, which was

voted on in Utica at the recent election, was defeated by a large majority.—The increase in the school population and expansion of Oneida's school facilities makes a demand for a new high school building. There is considerable opposition, as there usually is, to this proposition. The work that Supt. A. W. Skinner is already doing for the school interests of Oneida is noticeable. With this added facility, the schools might be rendered much more efficient.—Dr. A. E. Winship opened the Teachers' Lecture Course of Utica with a "Plain Talk About Our Boys."—Supt. Hood, of the Rome schools, suggests a McKinley memorial clock for the high school building.

**Onondaga.**—Among the recent additions to the teaching force of Syracuse schools is Irving Day Scott, a graduate of Oberlin College, 1900, and of the Albany Normal College, 1901.

**Orleans.**—The Medina High School has inaugurated a course of lectures that ought to be fruitful for good results, for the talent is exceptionally fine. These lectures will be given on alternate months in the high school assembly room. The first one was given on November 22nd, by Professor McFarlane, of the Brockport Normal School, subject, "Our New Education." The second lecture of the course will be given some time in January, by Dr. Rush Rhees, president of the Rochester University. The third will be in March, by Dr. Gilbert, superintendent of the Rochester schools, and the fourth and last one in May, by Mrs. Anna K. Friedman, the well-known New York State Institute lecturer.

**Queens.**—The public school of Smithville South has been presented with a fine large flag by the Junior American Mechanics.

**Rensselaer.**—A joint institute for the teachers of the city schools of Troy, Watervliet and Cohoes, was held at the high school building, Troy, November 26 and 27. Program was in part as follows: Kindergarten: The Correlation of Kindergarten and Primary Grades, Miss Hayes; Primary: Methods in Drawing, Miss Rice; Intermediate: Literature and Language, Miss Schreiber; Advanced: Foreign Languages, Conductor. Kindergarten: The Correlation of Kindergarten and Primary Grades, Miss Hayes; Primary: Language, Miss Schreiber; Intermediate: Geography, Prof. Shaver; Advanced: Methods in Drawing, Miss Rice. Kindergarten: Professional Responsibility, Miss Hayes; Primary: Reading, Conductor; Intermediate: Methods in Drawing, Miss Rice; Advanced: Algebra, Prof. Shaver. Characteristics of Good Teaching, Prof. Shaver; Address, Dr. Charles R. Skinner, State Superintendent of Public Instruction. Kindergarten: Simplicity in Kindergarten Work, Miss Hayes; Primary: Number, Prof. Shaver; Intermediate: Class Exercise in Number, Conductor; Advanced: Language in Number, Conductor; Advanced: Language and Literature, Miss Schreiber.

**Kindergarten Management**, Miss Hays; Primary: Nature Study as a Means of Training the Perceptive Faculties, Mrs. Comstock; Intermediate: The Boy and His Book, Miss Schreiber; Advanced: Teaching Science, Conductor. Kindergarten: Mothers' Meetings, Miss Hayes; Primary: Language, Miss Schreiber; Intermediate: Nature Study as a Means to Language Training, Mrs. Comstock; Advanced: History, Prof. Shaver; Nature Study, a Help to the Teacher, not a Hindrance, Mrs. Comstock; Teachers' Greatest Problem, Conductor. This was the first institute held in Troy and was in every way a success.—Prin. E. A. Fry, of School No. 3, Troy, presented a strong paper before the Troy Scientific Association recently upon the subject: "The Geographical Formation and History of the Hudson River Valley."

**Saratoga**.—The Board of Education at Saratoga will attempt to secure a summer institute at that place next summer.

**Schoharie**.—The paper upon "How to Promote Individuality in the Pupil," by Principal Breeze, before the Schoharie Institute was so well received by the teachers that it was ordered to be printed. Quite a compliment to the ability of Principal Breeze.

**Schuyler**.—The Board of Supervisors voted \$50 to School Commissioner F. L. Miller to defray the expense of the January and June grade examinations. School Commissioner Miller is doing good work in seeing that the school buildings are in proper shape. Many districts have put in new desks this fall. The teachers are sending monthly reports of attendance to the commissioner.

**St. Lawrence**.—The fall meeting of the Schoolmasters' Club of St. Lawrence County was held November 8th and 9th, at Norwood. The first session was held on Friday evening. The address of the evening was delivered by President Almon Gunnison, D. D., LL. D., of St. Lawrence University. The Saturday morning session opened with a paper by Professor Freeman H. Allen, A. M., of the Potsdam Normal School. Subject: "The Relation of the Study of Civics to Good Citizenship." Discussion by Principal Fred Van Dusen, Ph. D., of Ogdensburg; Principal George H. Nulty, of Waddington; Principal Mortimer J. Hazelton, of Richville, and Principal Carlos Blood, of Heuvelton. The afternoon session was opened by Miss Julia M. Guest, of the Ogdensburg Free Academy, who read a paper on "The Teaching of History." Discussions by Prof. Frederic C. Foster, M. A., of St. Lawrence University; Principal Frank H. Wallace, of Madrid, and others. Principal Fred Van Dusen, of Ogdensburg, was president of the Association, and Miss Sarah V. Challas, secretary.—The Madrid high school, it reads now, and Prin. Frank N. Wallace is to be congratulated. Another teacher has been added.

**Steuben**.—The Painted Post Union School did not open until October 21, being delayed

on account of quite an extensive addition being made to the building. Three new rooms were added and the old system of heating was replaced by one of steam heat and ventilation at a total cost of nearly \$6,000. Prin. B. E. Hicks commences his fifth year as principal of the school. During this time, besides the addition, nearly two hundred volumes have been added to the library and over two hundred dollars worth of equipment to the school.—The North Side High School, Corning, has one of the finest training classes on the Southern tier, numbering nearly twenty-five. Nearly all the members are high school graduates. Miss Kiernan is the teacher.

**Wayne**.—Mrs. Ira Cosad has been appointed school commissioner for the eastern district of Wayne County. She takes the place of her husband, Samuel Cosad, who died recently. The New York Journal makes the mistake of believing that she is the first woman to hold that office, forgetting the women who have been and who are now among the most efficient to occupy this responsible office.

**Westchester**.—The November meeting of the Westchester County Teachers' Association was a splendid success, those in attendance speaking of it as the best meeting held in years.

#### GREATER NEW YORK.

All eyes are upon Mayor-elect Seth Low and Greater New York. It is expected, of course, that measures for bettering the schools will be taken, and many of the problems confronting the big city as to how best increase educational facilities will be solved. The chief interest, however, centers in the appointment of a new school board. The old board, according to the new charter, will be legislated out of office. Mayor Low will have in his hands, in consequence, the appointing of a new board of forty-six members, to serve five years. Fifteen of the commissioners are to be selected by the board as an executive committee, "for the care, government and management of the public school system of the city, subject to the by-laws of the board of education. \* \* \* The said board of education may, by its by-laws, confer upon said committee power to perform any of the administrative duties of the board." \* \* \* All reports of committees of the board appointed under its by-laws shall be presented to the executive committee for its consideration and action before being presented to the board, unless otherwise ordered by the board."

**Manhattan**.—Dr. William Maxwell addressed the Society for the Study of Practical Classroom Problems at its meeting in November upon the subject: "Composition in the Elementary Schools."—According to the decision of the corporation counsel, private corporate schools are this year entitled to \$661,

365.—The board of estimate and apportionment of Greater New York has cut the school budget \$1,263,017.77.—William T. Emmet has resigned as a member of the board of education, after serving two years with that body. John T. Meehan has been appointed to fill the vacancy.—The list of nominations for officers of the Schoolmasters' Club, as reported at the last meeting of that association, is as follows: President, Vernon L. Davey; vice-presidents, William C. Hess and Charles W. Lyon, Jr.; secretary, Peter C. Ritchie, Jr.; treasurer, H. E. Harris; librarian, Joseph S. Taylor.—Recent exercises in School No. 119, of which Miss Emma C. Schoonmaker is principal, were participated in by State Superintendent Charles R. Skinner, who delivered an address. Chancellor McCracken, of New York University, also delivered an address. The subject of the program was "Civics."—The Schoolmasters' Association, at a recent meeting, adopted resolutions offered by Professor Thompson, of Dr. Sach's school, regretting the withdrawal of Hon. Seth Low from educational work, at the same time congratulating the city of New York upon its new mayor. The general subject for discussion was "The Examination Questions of the College Entrance Board of the Middle States and Maryland." The question was opened by Mr. W. S. Blake, of the Blake Preparatory School. Prof. Nelson G. McCrea, of Columbia, spoke on the matter of the Latin examinations; Mr. John H. Denbigh, of Peter Cooper High School, on mathematics, and Mr. Robert H. Cornish, of Wadleigh High School, on chemistry.—Ashbel P. Fitch was elected president of the Thomas Hunter Association at its recent annual meeting. There was a good attendance, and an enthusiastic reception to Dr. Thomas Hunter. Among prominent men present were Jacob A. Cantor and Pres. Miles M. O'Brien.—A complimentary dinner of the Teachers' Association to Dr. Ettinger was held recently.—Prin. Frederick W. James, of School No. 58, died recently. He had been ill for more than a year, and Vice-Principal Dr. Samuel Ayres has been the acting principal.—The regular meeting of the Primary Teachers' Association of Manhattan and the Bronx, Marguerite A. Elger, president, was held at Normal College, Lexington Avenue and Sixty-eighth street, Monday, November 18, at 4 p. m. Andrew W. Edson, associate superintendent, delivered a lecture on "The Teaching of Manners and Morals in Our Public Schools."

**Brooklyn.**—In his report concerning free lectures in Brooklyn, Associate Superintendent Shallow says: "The lectures were begun on the third of January, 1901, and continued for a term of three months. They were given in sixteen localities; one lecture a week was given in each place, excepting one, where two were delivered. The total number of lectures was 222, and the attendance upon them aggregated 112,445, an average attendance of over 506 at each lecture. Some of the subjects presented to the people through these lectures

were as follows: History, ancient, mediæval and modern; science, elementary physics, and chemistry; mechanics and electricity; physiology, hygiene, first aid to the injured, popular astronomy; civics and government, national, state, and municipal; money and commerce; travel and discovery, descriptive geography, anthropology; biography, literature, music, arts and trades, industries, journalism. Owing to the somewhat experimental stage of the lectures during our first season, only a few subjects were presented in two or more consecutive lectures at the same center. Only short courses in history and civics were thus given. It is my purpose to arrange courses in many subjects during the next fall and winter. The lectures will be accompanied by printed syllabuses, references, and questions, calculated to stimulate inquiry and discussion among those who attend. This has been the practice in the Oxford University extension work since 1887, where results have been highly beneficial and far-reaching. An interleaved syllabus on which notes may be taken will be provided in some centers. When our great public library system, aided so magnificently by the generous gift of Mr. Andrew Carnegie, is properly established, and the prospective large number of libraries open their doors to the public, the free public lectures should help to make the libraries of greatest benefit to the people. A direct and close connection can be established easily between these two great educational institutions."—The board of education of the Borough of Brooklyn have suggested a unique plan for relieving the crowded schools in congested portions of that city. The sum of \$7,500 was asked of the board of estimate and apportionment for transportation. The board proposes to undertake to transport pupils from crowded districts to sections where schools are less crowded.—Dr. William I. Felter in a recent address before the Brooklyn Teachers' Association urged a larger membership, in the following words: "It is to be regretted that every teacher is not a member of the association. There are benefits that accrue to these non-members through the labor of this organization, for the association stands for the interests of all the teachers and not for any part of them. It would seem as though a fair sense of appreciation of benefits conferred would be all that is necessary to induce every teacher to seek membership. Those who year after year have shown their allegiance to the association will need no urging to join this year. Special efforts should be exerted to secure the new teachers and those who did not join last year."—Prin. Frank B. Stevens, of Public School No. 108, has received a letter in which the writer threatened to kidnap his four-year-old boy, if he does not pay \$500 at a certain time and place.—Dr. William McAndrew delivered a lecture before the department of geography of Brooklyn Institute on "Geographical Notes Taken at the Pan-American Exposition."—Pres. Charles E. Robertson has given out a statement of the accommodations

in the 137 public schools of the borough. He states that there were, on October 31, this year, 460 part-time classes. On October 31, 1900, these classes numbered 831. In the classes of this year there were 24,680 children. On the same date of 1900 the number of children was 43,318. The total registration this year was 163,909; a year ago it was 155,278. This signifies that a great improvement has been made, in one year 27,358 children have been put into full-time classes. It is also noticeable that the waiting lists have almost altogether been done away with.—J. Edward Swanstrom, president-elect of the Borough of Brooklyn, has announced that he will appoint two women to every one of the fourteen school boards of the borough. The boards are composed each of five members, two in the appointment of the borough president, two from the Central Board of Education, and one who is a school superintendent. "Among the women, I shall appoint Mrs. H. A. Powell, Miss Isabelle M. Chapman, Mrs. Andrew Jacobs and Miss Elizabeth Perry.

### AMONG THE COLLEGES.

#### FREDONIA NORMAL SCHOOL

Work on Fredonia Normal School building has been steadily advanced since its beginning in the latter part of July, and very fair progress has been made, though the contractor has been hindered much by delay of material, especially steel. Owing to the lack of this and a sufficient supply of stone for underpinning, most of the interior brick work has been built up through the basement and the first story, and the building presents the appearance of a miniature walled town with sky-scrappers everywhere rising far above the walls. People who have had leisure to observe the work thus far very generally express satisfaction with its thoroughness and its very substantial character.

The school itself is meeting its unfavorable conditions with enthusiasm and decided indications of success. The improvised laboratory equipment, though not extensive, has been selected with great care and is producing very satisfactory results. The recitation rooms are convenient, class work interesting and attendance but little below the average of the school in recent years.

As indicating the general character of instruction and discipline in the school, the following facts are suggestive. Of the ninety-nine students who took the full examination this fall at Harvard, seven only passed without condition. Of these seven, two represented the Fredonia Normal School, Mr. Terzieff and Mr. Raymond, being the only ones from Fredonia who tried the examination. The first premium in the competitive mathematical contest at Brown University was taken by Mr. Bloomquist, a graduate of Fredonia Normal, and at Cornell Mr. Scofield, of the class of 1901, received the highest mark in analytical geometry.

### VASSAR COLLEGE

During the past month Sir Robert Ball, director of the Observatory of Cambridge, England, gave an illustrated lecture on "Time and Tide."

Professor F. N. Scott, of Michigan University, delivered an address on "How to Read the Newspaper." Professor Scott is especially noted for having introduced in America the inductive method of teaching English.

Dr. Barrows, corresponding secretary of the Prison Association of New York, addressed the Christian Association on the subject of "Prison Reform."

Miss Lamson, of the Congregational Board of Foreign Missions, met the association and told of the work Miss Isabel Bliss Trowbridge, Vassar 1900, was doing in Syria.

The German Club celebrated Schiller's birthday by an entertainment in Phil Hall. The program included selections from Schiller's works and music both instrumental and vocal.

The Philaletheian Society has decided to give a Greek play this year. A comedy, "The Birds," by Aristophanes, has been selected.

### IN THE STATE SUPERINTENDENT'S OFFICE.

#### TEACHERS LICENSED FOR LIFE

The State Department of Public Instruction has just completed the work of examining papers submitted by candidates for life state certificates in the examination of August last. Four hundred and fifty-nine different candidates attended this examination and of this number seventy-six succeeded in earning certificates. Candidates are allowed three years to complete this work. Mr. Walter Scott Austin, Fabius, N. Y., succeeded in completing the entire examination, which covers twenty-five different subjects, in one trial and attained a high rating in each of these subjects.

Hon. Charles R. Skinner, State Superintendent of Public Instruction, has therefore issued a life state certificate to each of these seventy-six different persons. This certificate entitles its holder to teach in any of the public schools of this state for life without further examination. A larger percentage of candidates completed the work for certificates in 1901 than in any previous year. The following named persons received certificates: Julia L. Abell, Oneonta, N. Y.; Mary C. H. Agnew, Buffalo, N. Y.; Maximilian C. Albrech, Lowville, N. Y.; Mark L. Anderson, Hankins, N. Y.; Walter Scott Austin, Fabius, N. Y.; Thomas S. Banks, Portage du Fort, Quebec, Canada; Jennie P. Bauer, Owego, N. Y.; Everett J. Best, Elk Creek, N. Y.; Addie Bigwood, Dexter, N. Y.; Carrie H. Bliss, Wolcott, N. Y.; Victoria J. Briggs, Weedsport, N. Y.; Emma K. Brown, Lansingburg, N. Y.; Elizabeth E. Bryant, Gilbertsville, N. Y.; Ida B. Butler, Lawrence Station, N. Y.; J. T. P. Calkins, Springfield Center, N. Y.; E. Everett Cortright, Turners, N. Y.; Jenny E. Crampton, Homer, N. Y.;

Frederick Raymond Darling, Portville, N. Y.; Lester H. Decker, Elmsford, N. Y.; Alfred L. Derozier, 88 Grant Street, Fall River, Mass.; Matthew Donovan, Manhattan College, New York, N. Y.; A. Newton Ebaugh, City College, Baltimore, Md.; John O. Evans, Verona Station, N. Y.; Harry C. Fletcher, Monsey, N. Y.; Charlotte E. Fuller, Fairport, N. Y.; John R. Gillett, Kingston, N. Y.; William Greenberg, Red House, N. Y.; J. Francis Hall, Utica, N. Y.; Mina S. Halleck, Medina, N. Y.; Charles S. Hartwell, Brooklyn, N. Y.; Frank G. Ingalls, Westerlo, N. Y.; Bertha E. Jennings, Eden, N. Y.; Leroy H. Jewett, Baldwinsville, N. Y.; Mrs. Ordie Knowlton, Chautauqua, N. Y.; William K. Lain, Livingston Manor, N. Y.; Bertha L. Lee, Clarendon, N. Y.; Maud E. Lehr, Port Leyden, N. Y.; Hardwick Arthur Lollis, Union, N. Y.; Katherine A. McCarthy, Geneva, N. Y.; Alma L. McMath, Rochester, N. Y.; Albina F. Mahoney, Little Falls, N. Y.; Mary Mahoney, Little Falls, N. Y.; Chester A. Miller, New Lisbon, N. Y.; Jane P. Miller, Briscoe, N. Y.; Edgar D. Niles, Brooklyn, N. Y.; Daniel H. O'Brien, High Market, N. Y.; Emma J. O'Farrell, Elmira, N. Y.; Thomas B. O'Neill, New York, N. Y.; Melvin Charles Oppermann, New York, N. Y.; Susan S. Osgood, Binghamton, N. Y.; Sylvester F. Pelton, Albany, N. Y.; Mary E. Ransom, Lockport, N. Y.; Leslie Albert Read, Hailesboro, N. Y.; Jennie M. Roberts, Hudson, N. Y.; Lottie J. Robinson, Mattituck, N. Y.; Arthur J. Rose, West Winfield, N. Y.; Emogene L. Sanford, Mount Pleasant, N. Y.; Joseph L. Scanlon, Brooklyn, N. Y.; Edward J. Schnepel, Springville N. Y.; Annie Lois Scofield, Darien, Conn.; Clarence B. Simrell, Warwick, N. Y.; Nellie E. H. Simrell, Warwick, N. Y.; Mrs. Clara Smith, Elmira, N. Y.; Lloyd C. Stewart, Hornby, N. Y.; Daniel Sullivan, Utica, N. Y.; Jeremiah F. Sullivan, Syracuse, N. Y.; Francis M. Tunney, New York, N. Y.; Fred W. Van Camp, Southern Pines, N. C.; Arthur A. Van Dusen, Gansevoort, N. Y.; Edward V. Van Dusen, South Valley, N. Y.; Mrs. Rose Baker Vincent, Lafargeville, N. Y.; Robert A. Willson, Addison, N. Y.; Laura B. Wilson, Rochester, N. Y.; Grace N. Windsor, Hornellsville, N. Y.; John S. Saunders, New York, N. Y.

## UNIVERSITY OF THE STATE OF NEW YORK

*Authorized announcements, December, 1901*

**College department.** Report of the college department for the year ending July 31, 1901, will show that during the nine years in which the medical licensing examinations have been held 6,349 physicians have been examined, of which number seventy-eight per cent. were licensed. At the dental licensing examinations, which have been given for six years, 1,264 dentists have been examined, of which number seventy-nine per cent. were licensed. At the veterinary licensing examinations, which have also been held for six years, ninety-three veterinarians have been examined, of which number fifty-six were licensed.

During the five years in which examinations for expert public accountants have been held seventy-nine have been examined, of which number fifty-eight received certificates.

In these statistics each candidate who fails is counted as often as examined.

During the last year, in medicine, 671 old school candidates, fifty-eight homœopaths and twenty eclectics have been examined. There were no failures in the case of graduates of six of the New York medical schools, and in only two of the New York schools did the percentage of accepted candidates fall below ninety. In 1901, of the 194 examined in dentistry 161 received licenses; of the twelve examined in veterinary medicine seven received licenses; of the seventeen examined in public accounting thirteen received certificates as certified public accountants.

**Award at Pan-American Exposition.** The university was awarded a gold medal for exhibit of educational methods and results. A diploma and a bronze form of the medal is to accompany award.

**High school department.** The 1901 report of the high school department will show that there were 595 academic departments of public schools and 146 chartered academies on the university roll October 1, 1901. The number of students instructed during the year in the secondary schools of the State was 83,796, an increase of 4,431 over the preceding year. A noteworthy fact is that the number of boys instructed has increased five and ninety-eight hundredths per cent. and the number of girls but five and twenty-eight hundredths per cent. Thirty-five academic departments have been admitted to the university and seven academies have been incorporated during the year. The number of official visits made to university institutions was 1,415; requests have been received for the approval of 237 courses of laboratory work and approval has been granted in 180 cases.

The whole number of papers written in the regents' academic examinations was 536,741; of these 410,948 were claimed by the principals and 353,847 allowed after being read and rated by the university. These numbers are the largest ever reported in the history of the university. The honor papers for the year number 75,674.

The problem of the free academic instruction of students not living in districts where secondary schools are maintained is briefly discussed in the report. The logical solution of this problem seems to be found in building up larger districts around established centers of population till practically the entire territory of the State will be included in such districts. Such an organization would have all the advantages of the township system and would avoid most of its objectionable features. Progress in this direction has been made in Fulton county and in Madison county.

**Psychology.** In consequence of the number of requests received, psychology will be given in the January, 1902, examination.

**State museum.** The installation in Geological Hall of the exhibit of mineral resources of the State, lately returned from the Pan-American Exposition, is now in progress. The State Fair Commission has transferred to the custody of the State museum the collection of domestic fowls and agricultural implements hitherto on exhibition in Geological Hall.

An important addition to the zoölogic division is the introduction of vivaria and aquaria, containing a few New York forms. The former now show specimens of garter snakes, a green snake from Essex county, several De Kays snakes, also specimens both of the adult and young of the green frog, spotted frog and wood frog. In the aquaria are found the common newt, a number of small fishes, sun-fish, minnows and shiners, frog tadpoles and several varieties of water insects.

To the collection of preserved material a number of invertebrate forms collected during the summer have been added. One of the most interesting of these is a female blue crab, the common edible form, carrying a bunch of eggs, a thing rarely observed even by professional crab fishermen, though by no means uncommon. These eggs are exceeding small and the number that one crab can lay at a time has been estimated at about 4,000,000. Several additions have also been made to the collection of snakes and batrachians.

*Awards for exhibits of New York State museum at Pan-American Exposition.*—Division I—Agriculture, silver medals—Botanical collections, entomologic publications. Division VI—Forestry, silver medals—Forest insects. Division VIII—Mines and Metallurgy, gold medal—Publications and exhibit of fossil sponges and crustacea. Silver medals—Exhibit of mineral products illustrative of mineral resources of State, building stones. Bronze medals—Exhibit of mineral paint, exhibit of crude and manufactured gypsum samples, exhibit of clays, shales and their products, exhibits of salt, exhibit of limestone and cements, exhibit of abrasives, exhibit of petroleum samples, exhibit of slate of different colors. Division XVI—Ethnology and Archæology. Honorable mention—Ethnologic and archæologic collections.

An important bulletin on aquatic insects of the Adirondacks, by Dr. J. G. Needham, of Lake Forest University, Illinois, has been issued. This publication of 234 pages, illustrated by thirty-six plates (six of which are admirably executed in colors), gives but a portion of the results obtained at the entomologic field station, Saranac Inn, during the summer of 1900. The location proved to be an exceptionally fortunate one, and a large number of relatively unknown forms were studied. This bulletin easily ranks as the most important contribution to our knowledge of aquatic insects in this State, containing, as it does, original descriptions of the immature stages of many species. It has been characterized by Dr. L. O. Howard, chief entomologist of the U. S. department of agriculture, as "by far the most important paper on aquatic insects which has been published in this country." Among features of special merit may be mentioned the monographic account of larger dragon flies (Odonata-Anisoptera), the important additions to our knowledge of the Spongilla flies (Climacia and Sisyra), the excellent work on the caddice flies, by Dr. Needham's assistant, Mr. Betten, and the additions to our knowledge of certain aquatic flies (Diptera). This work was started primarily for the purpose of ascertaining the food relations existing between insects and fishes, and this publication, in listing and describing the forms oc-

curred in the Saranac region, affords a most excellent basis for future work.

## WILL HAVE HEADQUARTERS

Mr. Harlan P. French, of NEW YORK EDUCATION COMPANY and proprietor of the ALBANY TEACHERS' AGENCY, will have headquarters at the Yates hotel, room 161, during the meetings of the various educational associations at Syracuse December 23 to 28.

## At the Hotel Warner

Editor C. E. Franklin, of AMERICAN EDUCATION, will have headquarters at the Hotel Warner, Syracuse, N. Y., during the holiday meetings of the various educational associations. He will welcome all his friends.

## A NATIONAL UNIVERSITY

Andrew Carnegie has made known his purpose of endowing a national university, to be established at Washington. The details of its establishment are not as yet defined.

His initial gift to this great purpose will be ten million dollars. The university will be solely for research and post-graduate work.

## NEW YORK STATE

### UNIFORM EXAMINATIONS

HELD

Thursday and Friday, Nov. 14 and 15,  
1901

Each of the following questions has 10 credits assigned to it unless otherwise specified.

### ARITHMETIC

#### Questions

34+2

1. a) Reduce  $\frac{1}{16}$  to simplest form; b) change  $\frac{1}{16}$  to the form of per cent.
2. A receives \$1.50 per day for labor and B \$2 per day, but A works  $\frac{2}{3}$  times as many days as B; together they earn \$35.60. How much should each receive?
3. In a certain school district assessed at \$90,000 a tax of \$1,500 is raised. Mr. A is assessed \$4,500. Find the rate of taxation per \$1,000 of assessment and Mr. A's tax.
4. How many pounds of sugar at 4 $\frac{1}{4}$  cents does an agent purchase, if his commission at 1 $\frac{1}{4}\%$  amounts to \$25?
5. A note for \$600 for 6 months given October 24, 1900, is discounted at a bank December 20 at 6%. Find discount and proceeds.
6. Find the cost of 25 joists 4 in. by 6 in., 16 ft. long at \$18 per M board measure.
7. Face of note \$900, date January 2, 1898, rate 5%. Indorsements: Jan. 2, 1899, \$25; Oct. 2, 1900, \$500. What was due Oct. 26, 1901?

8. Find the cost of carpeting a room 27 ft. by 30 ft. with Brussels carpet  $\frac{3}{4}$  yd. wide at \$1.25 per yard, breadths to run lengthwise, allowing a waste for matching of  $\frac{1}{8}$  yds. on each strip.
9. The foot of a ladder 28 ft. long is placed 9 ft. from the base of a wall and the top of the ladder just reaches the top of the wall. How high is the wall?
10. A man paid \$1.50 for a book after a discount of 25% and 16 $\frac{2}{3}\%$  off had been allowed. What was its marked price?

*Answers*

1. a) 15 $\frac{1}{2}$  b) 83 $\frac{1}{2}\%$ .
2. \$22.80 A's. \$12.80 B's.
3. \$16  $\frac{3}{4}$  rate per \$1,000. \$75. A's tax.
4. 42,105 lbs.
5. \$12.50 discount. \$587.50 proceeds.
6. \$14.40.
7. \$525.35.
8. \$150.93 $\frac{1}{4}$ .
9. 26.51+ ft.
10. \$2.40.

**GEOGRAPHY***Questions*

1. a) What is the width of the North Temperate zone? b) Prove the answer.
2. How is the climate of the following named countries affected by ocean currents: a) England; b) New Foundland; c) Chili?
3. Name a state in which each of the following named articles is an important product: a) cotton; b) wheat; c) sugar cane; d) rice; e) corn.
4. a) Name two mountain ranges of the Spanish peninsula and state the direction in which each extends. b) What bodies of water touch this peninsula?
5. Locate a) Calcutta; b) Bombay; c) Singapore; d) Hong Kong. e) What government controls these places?
6. Locate the lake region of Africa and name three large rivers which have their source in this region.
7. Locate in South America a) a rainless region; b) a region of great rainfall. c) State a cause of the condition in each region.
8. Name five cities of over 100,000 inhabitants through which one would pass in traveling from Denver to New York via Rock Island, Lake Shore and New York Central railroads, direct route.
9. a) What counties and part of a county are included within the boundaries of New York city? b) Name the boroughs into which the city is divided. c) What is the population of New York city?
10. Name four important products of Cuba.

*Answers*

1. a) 43°. b) The North Temperate zone is the space between the Arctic circle and the tropic of Cancer. The distance from the equator to the North pole is 90°. From the equator to the tropic of Cancer is 23 $\frac{1}{2}$ °, and from the North pole to the Arctic circle is 23 $\frac{1}{2}$ °. The sum of these is 47°. 90° - 47° = 43°.

2. a) The Gulf Stream and the North Atlantic Eddy unite near coast of British Isles and thus bring vast quantities of warm water in that section. The westerly winds passing over this water become warmed and gives England a mild climate. b) The Labrador current, a cold current passes down along the New Foundland coast and gives that country a cold climate in the winter and a cool climate in the summer. c) The coast of Chili is bathed by the cold current from the south and this gives Chili a cool atmosphere.

3. a) Cotton is produced most extensively in Texas, Mississippi, Georgia, Alabama and South Carolina. It is an important product in Louisiana, Arkansas, Florida, North Carolina. b) Wheat is raised most extensively in Minnesota, Kansas, North Dakota, Ohio and Indiana. It is an important product in all the middle and central western states and also in Virginia, West Virginia, Texas and Kentucky. c) Sugar cane is produced in Louisiana, Texas, Florida and Georgia. d) Rice is produced in South Carolina, Mississippi, Louisiana, North Carolina, Georgia, Alabama, Florida. e) Corn is produced in Iowa, Illinois, Missouri, Texas, Nebraska, and in all N. E. states except Maine. In all middle and South Atlantic and all states in Mississippi Valley.

4. a) Any two of the following: Cantabrian, Sierra Nevada, Sierra Morena, Sierra De Guadarrama, which extend east and west. The Pyrenees between Spain and France, which extend east and west. The Iberian, which extend northeast and southwest. b) Bay of Biscay, Mediterranean sea, Strait of Gibraltar and Atlantic ocean.

5. a) Calcutta is in the southeastern part of Hindoostan on one Hoogly or western channel of the delta of the Ganges. b) Bombay is a seaport on the west coast of Hindoostan. c) Singapore is located on the island of Singapore at the end of the Malay peninsula. d) Hong Kong is situated on an island in the estuary of the Canton river. e) Great Britain.

6. The lake region of Africa is in the eastern part of the southern half. The Nile, Kongo and the Zambesi.

7. a) The western slope of the Andes between the equator and the tropic of Capricorn and the Patagonian plains in the southern part of Argentina are the two rainless regions in South America. The Andes mountains interfere with the trade winds so that in the western slopes of the Andes between the equator and the tropic of Capricorn the prevailing winds are from the south and parallel to the coast. As these winds are in the direction toward the equator they become steadily warmer and do not give up their moisture to form rain. In southern Chili the prevailing winds are the westerlies and in rising over the land cause great rainfall, but are robbed of their vapor in crossing the Andes and descend on the Patagonian plains as dry winds. b) The vicinity of the equator, the northern coast, the highlands in eastern Brazil, the eastern slopes of the Andes above the tropic of Capricorn and the southern part of Chili are regions of great rainfall. The vicinity of the equator is in the belt of the calms—the most rainy belt of the earth. The air of this belt is hot and heavily laden with moisture. It is rising and cooling and produces great rainfall. The trade winds from the ocean sweep the northern coast. These winds gather great moisture

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from the ocean. They must rise to pass over the slopes and becoming cooled cause rainfall. For similar reasons the southeast trade winds cause rainfall in eastern Brazil. These winds on reaching the Andes are forced to a great height and cause rainfall on the eastern slopes. The southern part of Chili receives the westerlies and in rising over the Andes they cause great rainfall in this vicinity.

8. Any five of the following: Kansas City, Mo., or Omaha, Chicago, Toledo, Cleveland, Buffalo, Rochester, Syracuse.

9. a) New York, Kings, Queens, Richmond counties and part of the county of Westchester. b) Manhattan, The Bronx, Brooklyn, Queens and Richmond. c) 3,437,202.

10. Any four of the following: Sugar, tobacco, coffee, tropical fruits, molasses, spices, mahogany and other valuable woods, indigo.

## ENGLISH COMPOSITION

## Questions

1. Subordinate parts of a sentence should stand as near as possible to the words on which they are meant to throw their force. a) Give three special rules which come under the general principle stated. b) Give an example under each rule.
2. What is the general rule for the use of the relative pronouns *who*, *which* and *that*? Illustrate each by an example.
3. Insert each of the following connectives in the sentence given, and state clearly the meaning given to the sentence by the use of each connective: *if*, *because*, *when*, *as*. I will do the work — he requests it.
4. Write a letter to a friend, acknowledging a mistake and making an apology.
- 5-10. Write a composition upon one of the following subjects: The historical novel; My favorite teacher; Some special feature of the Pan-American.

Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, i. e. the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

## Answers

1. a) An adjective should usually precede the noun it modifies. If more than one adjective modify the same noun the one most closely modifying stands next to the noun; if both are equally important they stand in order of length—the shortest first. *The old, historic Charter Oak* was blown down. b) An adverb precedes the adverb, the adjective or the phrase which it modifies, but it usually follows the verb. The Chinese live chiefly upon rice. c) Phrases follow the words they modify. Some garments of thick material were made for the family.—*Reed and Kellogg*.

2. The relative *who* should represent persons; *which*, brute, animals and things; *that*, persons, animals and things.—*Reed and Kellogg*. It was Joseph, *who* became governor. Henry Hudson discovered the river *which* bears his name. Un-easy lies the head *that* wears a crown.

3. If makes the sentence conditional. I will do the work on this condition—that he requests it.

*Because* states a reason for doing the work. The reason why I will do it is that he requests it. *When* implies time. Either, I will do it as soon as or not until he requests me to, or I will do it at the time he wishes it to be done. *As* implies either cause (similar to because) or manner. I will do the work in the way in which he wishes it done, so that he will be satisfied.

4 and 5-10 will be judged with particular reference to three points: 1) the matter, i. e. the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals, and general appearance.

## PHYSIOLOGY AND HYGIENE

## Questions

1. a) How does nature attempt to stop a hemorrhage? b) How can it be told whether the bleeding is from a vein or an artery?
2. a) Of what two classes of substances are the bones chiefly composed? b) Name two foods that largely supply each.
3. What provision is made to secure in the bones a) strength; b) elasticity; c) lightness?
4. Mention a) three movements caused by the action of involuntary muscles; b) one by the action of muscles partly voluntary.
5. Name and describe a) the outer layer of the skin; b) the inner layer.
6. State two purposes of the circulation of the blood.
7. a) What causes the air to enter the lungs? b) How is it driven out?
8. How does alcohol affect digestion?
9. Name the processes by which the food is converted into the tissues of the body.
10. Name the conditions necessary to seeing.

## Answers

1. a) By the coagulation of the blood. b) In the greater circulation venous blood flows toward the heart, in a continuous stream, and its color is dark; and arterial blood flows away from the heart, in jets, and its color is bright scarlet.

2. a) They are composed of animal and mineral substances. b) Milk, beef and eggs are rich in animal matter; fruit, vegetables and water supply mineral matter. Cereals supply both.

3. a) The combination of animal and mineral matter gives strength and elasticity to the bones. The *compact tissue* of their walls gives strength, also their curved outline, and the fact that some of the bones are hollow; b) the  *cancellous tissue*, and the cartilage at the joint give elasticity, and the curved form of the clavicle and ribs renders them more elastic; c) the *cancellous tissue* of all bones and the hollow shaft of the long bones.

4. a) The pulsations of the heart, respiration, and the peristaltic movements of the stomach; b) winking.

5. a) The *epidermis* is composed entirely of cells and is devoid of blood-vessels and nerves, but through it pass the ducts of the sweat glands and of the oil glands; b) the *dermis* is composed of fibrous and elastic tissue. It contains nerves and blood-vessels, oil and sweat glands and hair follicles.

6. The plasma carries new materials to all the tissues, and removes the worn-out particles of matter. The corpuscles convey oxygen and remove carbonic acid.

7. a) The chest walls are drawn outward and upward by muscles overlying the chest and by the intercostal muscles, and the diaphragm is caused to descend by the contraction of its muscles. The thorax is thus dilated and the air is drawn into the lungs. b) It is driven out by the elastic recoil of the respiratory organs.

8. It makes the food less digestible, hardens the walls of the stomach, depriving it of the ability to absorb the food liquids, and coagulates the pepsin which is the dissolving element in the gastric juice.

9. Digestion, absorption, circulation and assimilation.

10. Each part of the eye must be in a condition to perform its function, there must be sufficient light, and an object to be seen. The iris must regulate the amount of light admitted to the retina, the lachrymal secretion must keep the eyeball moist, the choroid coat must absorb superfluous light, the crystalline lens and cornea must bring the rays of light to a focus upon the retina, and the brain must be able to receive and interpret the impressions carried to it by the optic nerve.

## GRAMMAR

### Questions

I Gentlemen: Let us ever remember that our interest is in concord, not conflict; and that our real eminence rests in the victories of peace, not those of war. We hope that all who are represented here may be moved to higher and nobler effort for their own and the world's good, and that out of this city may come not only greater commerce and trade for us all, but, more essential than these, relations of mutual respect, confidence and friendship which will deepen and endure. Our earnest prayer is that God will graciously vouchsafe prosperity, happiness and peace to all our neighbors, and like blessings to all the peoples and powers of earth.

—William McKinley, Buffalo, Sept. 5, 1901.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

<sup>1</sup> Clauses are principal or subordinate. Subordinate clauses include a) subject clauses; b) objective clauses; c) adjective clauses; d) adverbial clauses.

<sup>2</sup> In naming a clause, include only its unmodified subject and unmodified predicate.

<sup>3</sup> In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

<sup>4</sup> An object of a transitive verb is classed as a modifier of that verb.

<sup>5</sup> In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

<sup>6</sup> In giving the syntax of a noun or pronoun, give only the case and the reason for it.

<sup>7</sup> Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or passive voice.

<sup>8</sup> In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

(The first six questions refer to the above selection.)

1. Select a) a principal clause; b) an attribute clause; c) a clause in the same construction as "our eminence rests;" d) an adjective clause. e) Give the syntax of clauses c and d.
2. Analyze the sentence: We hope that all who are represented here may be moved to higher and nobler effort for their own and the world's good. (Diagram allowed.)
3. a) Select a personal pronoun of the first person; a personal pronoun of the third person; a relative pronoun. b) Give the number and c) the case of each.
4. Select a correlative conjunction; a subordinate conjunction; a coordinate conjunction connecting clauses. Give the clauses or words connected in each case. (Give the line in which each of these conjunctions is found.)
5. a) Classify fully each of the following nouns: *victories, happiness, God, peoples, earth*. b) What part of speech is each of the following: *good, world's, like, ever, for* (line 6)?
6. State full why the plural number is used in each of the following: *are represented* (line 5); *those* (line 4); *these* (line 9; *peoples* (line 15).
7. Name three uses of the nominative case and write a sentence to illustrate each. (Underline each example).
8. State how the following forms of the verb are made: the progressive, the emphatic, the passive. Illustrate each form.
9. Write sentences containing the following: a) an interrogative pronoun in the possessive case; b) the relative pronoun *who* in the objective case; c) *where* introducing an adjective clause; d) *where* used as an interrogative adverb.
10. Make all corrections necessary in the following sentences and give the reason for each correction: a) I am sure it could not have been them. b) What sounds have each of the vowels? c) She was not wiser than you or I. d) He was more active than any other of his companions. e) The lowest mechanic, as well as the richest citizens, are here protected in their rights.

### Answers

<sup>1</sup> a) *Let us remember, we hope, or Prayer is.* b) *God will vouchsafe.* c) *Interest is.* d) *Who are represented or Which will deepen and endure.* e) *Interest is* is an object clause, object of remember. *Who are represented* is an adjective relative clause, modifying *all*. *Which will deepen and endure* is an adjective relative clause, modifying *relations*.

<sup>2</sup> The sentence is complex, declarative. The principal clause is *we hope*; its subject is *we*; its predicate *hope*; its object, the clause *all may be moved*. The subject of the object clause is *all*. All is modified by the relative clause *who are represented*, whose subject *who* is not modified; whose predicate is *are represented*, which is modified by the adverb *here*. The predicate of the object clause is *may be moved*. May be moved is modified by two phrases, *to effort* and *for good*.

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The object of the first, *effort*, is modified by the adjectives *higher* and *nobler*, which are connected by the conjunction *and*. The object of the second, *good*, is modified by the pronoun *their*, the adjective *own*, the article *the*, and the possessive noun *world's*. *Own* and *world's* are connected by the conjunction *and*. The object clause is introduced by the conjunction *that*; the relative, by the relative pronoun *who*, which relates to *all*.

3. Personal pronoun, first person—*us*, plural, objective; *our*, plural possessive; or, *we*, plural, nominative. Personal pronoun, third person—*their*, plural, possessive. Relative pronoun—*who*, plural, nominative, or, *which*, plural, nominative.

4. *Not only . . . but* (lines 8 and 9) is correlative, connecting *commerce and trade* and *relations*. Subordinate—that (lines 1, 2, 4, 7) in each case introducing an object clause and *that* (line 12) introducing the attribute clause, *God will vouchsafe*. *Than* (line 9) connecting *these (are)* (understood) to *more essential*. Co-ordinate—and (line 2) connecting *interest is* and *eminence rests*. *And* (line 5) connecting *all may be moved and commerce and trade, but relations may come*.

5. a) Common; common abstract; proper; common collective; common. b) Noun; noun, adjective, adverb, preposition.

6. Its subject *who*, a relative pronoun, relates to a plural antecedent, *all*, and is therefore plural, *are represented* agrees with its subject in number. *Those* refers to a plural antecedent, *victories*; *these* refers to a compound antecedent *commerce and trade*; *peoples* is a collective noun used in the plural because it means *nations* not *individuals*.

7. (1) The *subject* or (2) the *attribute* of a sentence, (3) a word in apposition with another nominative, (4) a noun used in direct address, or (5) a noun used independently is in the nominative case. *My brother*(1), *John*(3), is the *author*(2) of the book. *Gentlemen*(4), let us remember this. The *bird*(5) having escaped, we put away the cage.

8. The progressive form of a verb is made, in the active voice, by adding to the different forms of the verb *be* the present participle of the given verb; and in the passive voice by adding to the different forms of the verb *be*, the present participle of *be* and then the perfect participle of the given verb. The *boy is writing* the letter. The letter *is being written*. An emphatic form of the present and the past tense indicative and of the imperative is made by prefixing some form of *do* or *did* to the present form of the verb. He *does write*. He *did write*. *Do write*. The passive form of a transitive verb is made by joining its perfect participle to the different forms of the verb *be*. The letter *has been written*.

9. a) *Whose* book have you? b) I saw the gentleman to whom I sent the letter. c) On the very spot where we now stand an oak tree once stood. d) Where did you find the book?

10. a) *Them* should be *they*, because the predicate nominative is required after a form of *be*. b) *Have* should be *has*, because *each*, the subject of the sentence requires a singular verb. c) Is correct. d) *Other* should be omitted because he is not his own companion. e) *Are* should be *is* and *their*, *his*, in order to agree in number with *mechanic*, the subject of *are* and antecedent of *their*.

## CURRENT TOPICS

## Questions

1. Write briefly on the recent mayoralty election in New York city in relation to a) candidates, b) issues involved, c) result.
2. Write briefly on the "steel strike" (which occurred during the months of July, August and September) as to a) causes, b) settlement.
3. a) State in general terms the purpose of the Schley court of inquiry. b) Who was the presiding officer of that court?
4. a) What international convention has been in session in Mexico during the past month? b) Name one important question which this convention was called to consider.
5. a) Who is president of Yale university? b) What important event in the history of this institution occurred recently?
6. Write on the important facts relating to a) the work of Miss Ellen M. Stone, b) her recent capture.
7. What religious convention was held within the past few weeks at a) London, b) San Francisco, c) Portland, Maine?
8. Write fully on the important features of the public service of William McKinley.
9. Write fully on the important features of the public service of Theodore Roosevelt.
10. Write briefly on a question of public interest in relation to any two of the following: Crispi, Lord Kitchener, George Kennan, Lieutenant Perry, Waldeck-Rosseau, Dr. Nicholas Murray Butler.

## Answers

1. a) Fusion nominee, Seth Low, president of Columbia college. Democratic nominee, Edwin M. Shepard, a prominent lawyer of Brooklyn and a man who had for several years been recognized as a political reformer. b) The alleged corruption of the government of that city, supposed to be fostered and protected by Tammany Hall under the leadership of Richard Croker. c) The fusion nominee, Mr. Low, was elected by 30,000 majority.

2. a) The Steel trust and the Amalgamated association agreed upon the scale of wages and the hours of labor for the *Union* mills. The association desired the trust officials to sign the same scale for the men of the *non-union* mills. The trust officials denied the right of the Amalgamated association to negotiate in these particulars for the *non-union* mills and refused to sign the agreement. The trust officials also held that by signing such agreement, such action would practically unionize the non-union mills without the consent of the non-union men. b) The Amalgamated association lost their fight and the steel officials would not sign the proposed agreement for other than the *union* mills.

3. a) To determine the conduct in general of Schley during the Santiago campaign and more particularly whether or not he was guilty of insubordination and neglect of duty. b) Admiral Dewey.

4. a) Pan-American congress. b) Any one of the following: Measures to preserve peace between all American countries; measures for the establishment of frequent and regular communication between ports of American states; measures

for the establishment of frequent and regular communication between ports of American states; measures for the establishment of American customs union for purposes of reciprocal trade; measures for the adoption of a uniform system of weights and measures, patents, copyrights and for the regulation of the extradition of criminals; measures for the adoption of a uniform system of custom laws; plan of arbitration, etc. (Others may be given.)

5. a) Arthur Hadley. b) Its bi-centennial celebration.

6. a) She is a resident of Boston and a representative of the American Congregational missionary board. For the past twenty-five years she has been laboring with great success as a missionary in Turkey. b) She was recently captured by Bulgarian brigands and is held by them for a ransom—\$100,000 is demanded. The American board and the American government are exercising every means possible to obtain her liberation.

7. a) The Methodist ecumenical conference, b) the Episcopal triennial convention, c) the triennial meeting of the national council of Congregational churches.

8. He served four years during the Civil war and rose to the rank of major. He represented his district several years in congress and was the author of the McKinley tariff bill. He served as governor of the state of Ohio for two terms. He was elected president of the United States in 1896, and re-elected in 1900. He was generally recognized as a faithful, honest public officer. The broad, liberal and intelligent manner in which he administered the affairs of this nation as its chief executive, have placed him in the front rank of the statesmen of the world.

9. His first public service was in the assembly of the legislature of this state, in which capacity he served three consecutive years. He served as a member of the United States civil service commission and as a member of the police board of the city of New York. In 1867 he was appointed assistant secretary of the navy by Secretary Long, and served in that capacity until the outbreak between this country and Spain. In connection with General Wood, he then organized the Rough Riders and served with distinction and bravery during that short war. In 1898 he was elected governor of the state of New York and served for two years. In 1900 he was elected vice-president of the United States and served until the death of President McKinley, when he assumed the duties of president.

10. Crispi was an Italian statesman. He died in the early part of August. He was one of the most eminent men of civil affairs of his country. His public career began in 1861 as a member of Parliament. Through his influence the triple alliance was established. Lord Kitchener is commander of the British forces in South Africa. George Kennan is a famous correspondent of the leading magazines and leading journals of this country. He was recently expelled from Russia by the authorities of that country because of the criticisms made on that government in several of his writings, and particularly on his "Siberia and the exile system." Lieutenant Perry is an explorer engaged in the Arctic regions and is endeavoring to reach the North pole. He has explored the northern coast of Greenland, thus reaching the most northerly

known land in the world. His party has reached the highest latitude (83° 30' n.) attained in the western hemisphere. Waldeck-Rousseau is the French premier and is the author of the new associations law requiring the registration of all religious order in France. Dr. Nicholas Murray Butler, who has been the dean of philosophy in Columbia university for several years and who is one of the best-known writers and educators of this country, has been appointed acting president of Columbia university.

## AMERICAN HISTORY

### Questions

1. a) Locate Acadia. b) Give the principal facts relating to the exile of the Acadians.
2. Describe Raleigh's attempt to found a colony in America.
3. a) Name three American generals of the Revolution. b) Mention an event in which each was a prominent actor.
4. To what political party did each of the following men belong: a) John Adams; b) Daniel Webster; c) Andrew Jackson; d) William Henry Harrison; e) Henry Clay? (Answer three only.)
5. a) What three departments of government are provided for in the constitution? b) Compare the constitution with the articles of federation in this respect.
6. a) What is meant by *the draft* as used in connection with the civil war? b) Why was it necessary?
7. Describe the treason of Benedict Arnold as to a) his design; b) the discovery of the plot; c) the reward given him by the British.
8. a) What Union victories of the civil war were won during the first four days of July, 1863? b) What general was in command of the Union forces in each of these victories?
9. Describe the trouble between President Johnson and congress.
10. Name two accessions of territory that were made by the United States in the decade between 1844 and 1854.

### Answers

1. a) Acadia became Novo Scotia when captured by the English and comprises what is now known as New Brunswick, Novo Scotia and a part of Maine. b) The English believed the French would attempt to recover Acadia. The Acadian peasants were very much dissatisfied and were secretly aiding the French. A force of English troops advanced in 1755 and demanded an oath of allegiance from all the inhabitants. Between 6,000 and 7,000 Acadians refused to take this oath. They were then driven from their homes and dispersed throughout the English colonies. Their removal was attended with great hardship and suffering.

2. Raleigh made two efforts to found an English colony in America and spent about a million dollars in his efforts to accomplish it, but failed. In 1584 he obtained permission from the queen to make a settlement on any part of the coast of America not already occupied by a Christian nation. He at once sent out an expedition, which landed at Roanoke Island, off the coast of what

## AMERICAN EDUCATION

is now called North Carolina. These explorers came home with such enthusiastic reports that the queen named the country discovered Virginia in her own honor, and Raleigh decided to colonize it. In 1584 he sent out 108 emigrants under Ralph Lane, and began to build a town. These emigrants were not proper people to endure the hardships of such life. They were discovered by Drake in one of his voyages, in an almost starved condition, and taken back to England. In 1587 Raleigh sent out a second band consisting of men having families and under the leadership of John White. White was compelled to return to England for supplies, where he was retained for three years owing to the Spanish war. During these three years the entire company perished, and how or where has never been learned.

3. a) Washington, Greene and Schuyler. b) Washington was in command of the continental army and directed the fight against Cornwallis in the battle of Yorktown, in which he compelled Cornwallis to surrender. Greene organized the third army for use in the south and fought Cornwallis at Guilford courthouse. He conducted a masterly campaign in the south, and practically drove the British from Georgia and Carolina. Schuyler was in command of an army in the north department contending with Burgoyne. He showed great skill in checking the advance of Burgoyne and in retreating with his forces to Stillwater. (Other answers may be given.)

4. a) Federalist. b) Federalist, National-Republican, Whig. c) Democrat. d) Whig. e) National-Republican, Whig.

5. a) Executive, legislative, judicial. b) The articles of confederation did not provide for executive and judicial departments. They simply provided for a congress consisting of one house, and this body undertook to direct the various functions of the entire government. The constitution provides for a strong effective government. It creates power to make laws and authority to interpret and enforce such laws. The articles of confederation provided for authority to make laws, but no power to interpret or enforce them.

6. a) All men of military age and of physical ability were enrolled for military purposes. From this roll men were drawn by lot and compelled to serve in the union army. b) The union reverses in some periods of the war and other reasons caused a depressed feeling in the north, and a sufficient number of soldiers to carry on the war did not volunteer. To obtain the required number, it was necessary to resort to the draft.

7. a) To surrender West Point, the most important position held by the colonies, to the British. b) Major Andre, a British officer, was returning from a conference with Arnold in relation to the matter. He had on his person papers relating to the surrender of West Point. He was discovered by three American soldiers—Palding, Williams and Van Wirt. Andre gave the proper countersign, but was looked upon with suspicion by the American patriots. They searched him and found the papers revealing the treason. c) He was appointed a brigadier-general in the British Army and received a sum of British gold.

8. a) Gettysburg and Vicksburg. b) General Meade at Gettysburg and General Grant at Vicksburg.

9. President Johnson and congress differed greatly in their plans for the reconstruction of

the seceded states. Congress passed several laws in relation to this matter over the veto of the president. The most bitter feeling possible was engendered. Congress believed that the president intended to remove certain officers required to execute these laws who were favorable to them and put in their places men not in favor of their execution. Congress therefore passed the tenure of office act, prohibiting the president from removing any civil officer without the consent of the senate and making a violation of this law a high misdemeanor. The president denied the right of congress to pass such law and requested the resignation of Edwin Stanton, secretary of war. Stanton refused to resign and President Johnson removed him. For this and other reasons growing out of these differences, the House of Representatives impeached the president before the senate. After due trial he was acquitted. The vote stood thirty-five for conviction and nineteen for acquittal.

10. Any two of the following: Texas, Oregon Tr., Mexican Tr. The Gadsden purchase.

## ALGEBRA

## Questions

1. Find the prime factors of a)  $2c^3 - 5cd - 3d^2$ ; b)  $2ab - ad - 2bd + d^2$ .
2. a) A man having  $a$  dollars spends  $b$  dollars and  $\frac{y}{n}$ th of the remainder. How many dollars has he left? b) If  $x = 1$ ,  $y = a$ ,  $z = -1$ , find the numerical value of  $(1 - xy)(1 - zx)(1 - ys)$ .
3. Given  $\begin{cases} 5x + \frac{1}{2}y = 52 \\ x + 4y = 27 \end{cases}$  Solve for value of  $x$  or  $y$ , using method of comparison.
4. Find the value of  $(a^2 - b^2)^4$ . Use binomial theorem. Leave all work on paper.
5. A steamboat was  $4\frac{1}{2}$  hours sailing the same distance up stream that it sailed in 3 hours going down stream. If the current was 2 miles an hour, find the rate of sailing and the distance sailed.

$$b - a \\ a + \frac{b - a}{1 + ab}$$

$$6. \text{ Simplify } \frac{a(b-a)}{1 - \frac{1+ab}{3ax-2b}}$$

$$7. \text{ Solve } \frac{3ax-2b}{3b} - \frac{ax-a}{2b} = \frac{ax}{b} - \frac{2}{3} \text{ for value of } x.$$

8. a) Multiply  $a^{-3} + a^{-2}b^{-1} + a^{-1}b$  by  $a$ ; b) Express  $(a^{\frac{1}{2}}b^{\frac{1}{3}})^8$  without the use of fractional exponents.

$$9. \text{ Find the value of } (\sqrt[3]{7} + \sqrt[3]{4})^6.$$

$$10. \text{ Solve } \frac{\sqrt{2x-1}}{\sqrt{x^2-9}} = \frac{3}{\sqrt{x+11}} \text{ for the values of } x.$$

## Answers

1. a)  $(c - 3d)(2c + d)$ ; b)  $(a - d)(2b - d)$ .
2. a)  $\frac{n}{an - bn - a + b}$ ; b) 2.
3.  $x = 5$ ,  $y = 6$ .
4.  $a^8 - 4a^6b + 6a^4b^2 - 4a^2b^4 + b^8$ .

5. Rate, 12 miles per hour; distance, 42 miles.  
 6. b.  
 7. 1.  
 8. a)  $a^2 + a^{-1}b^{-1} + 1$ ; b)  $\sqrt{a^2b^2}$ .  
 9.  $11 + 4\sqrt{7}$ .  
 10. 5 or — 2.

## CIVIL GOVERNMENT

## Questions

1. a) When do the state officers elected by the people begin their term of office? b) When does the legislature meet in regular session?
2. Give two ways of submitting to the people proposed amendments to the state constitution.
3. What name is applied to the laws protecting a) authors in their writings; b) inventors in their inventions?
4. What legislative body has the power to organize a) new counties; b) new towns?
5. a) What does the United States guarantee to every state? b) How are representatives apportioned among the states?
6. What is the annual message of the governor?
7. Which one of the executive departments of the national government has charge of a) lighthouse establishments; b) river and harbor improvements; c) the award of patents?
8. Mention three duties of a county clerk.
9. Mention two specific purposes for which a) town taxes may be levied. b) county taxes.
10. a) What is a census? b) How often is a United States census taken? c) In what year was the last United States census taken?

## Answers

1. a) On the first day of January following their election. b) Annually on the first Wednesday in January.
2. Through a constitutional convention chosen by the people. By passing each branch of the state legislature for two consecutive years.
3. a) Copyright laws, b) patentright laws.
4. a) The state legislature, b) the board of supervisors of the county in which the town is located. The state legislature may also create new towns.
5. a) A Republican form of government. b) According to population.
6. It is the document transmitted by the government to the legislature at its opening each year showing the general condition pertaining to the state government and recommending such legislation as he deems for the best interest of the state.
7. a) The treasury, b) the war, c) the interior.
8. He is the custodian of the records of the county. He is the clerk of courts held in and for the county. He records deeds, mortgages, etc. (Other duties may be named.)
9. a) For the repair of roads and bridges and for the support of the poor. b) For the support of the public buildings of the county, such as jails, almshouses, etc. For the salaries of county officers. (Others may be named.)
10. a) A census is an official enumeration of the inhabitants, estates and other statistics of a state or country. b) Every ten years. c) In 1900.

## SCHOOL LAW

## Questions

1. a) What business may be transacted at a special school meeting? b) How should the notice for a special meeting in a common school district be given?
2. Name three important provisions of a teacher's contract which the school law requires to be clearly and definitely set forth?
3. What is the only legal means of adopting textbooks in a common school district?
4. Who is required to make out the a) statistical portion of the trustees' annual report; b) financial portion?
5. Who shall pay the expense of committing and maintaining a truant from a) a city; b) a village employing a superintendent; c) a school district outside of a city or village employing a superintendent?
6. What does the law provide in regard to how physiology and hygiene shall be taught to children in the lowest three primary school years?
7. a) Which school district officers are required to give bonds? b) By whom is the amount of the bond determined?
8. Mention three officers who receive and pay out state school money.
9. What qualifications besides being a qualified voter must a person have to be eligible to a district school office?
10. Who are responsible for the safety and proper care of library books in a common school district?

## Answers

1. a) That business only for which the meeting is called and which must be stated in the notice of the call of such special meeting. b) An annual meeting may adopt a resolution prescribing a method of calling special meetings. After the adoption of such resolution the method prescribed remains in force until modified by a subsequent annual meeting. In the absence of such special provision, the district clerk is required to serve a notice upon each qualified voter of the district at least five days before the date of such special meeting.
2. The term of service, the compensation and the time when compensation shall be due and payable.
3. The text-books to be used in a common school meeting by a two-thirds vote of all the school district shall be designated at any annual school meeting by a two-thirds vote of all the legal voters present and voting at such school meeting.
4. a) The teacher; b) the trustees or trustee.
5. a) The city, b) the village, c) the county in which such school district is located.
6. All pupils in the lowest three primary grades shall receive oral instruction for not less than two lessons a week for ten weeks or the equivalent of the same each year. Teachers are requested to use text-books adapted to this grade of work as guides. Pupils are also required to pass such tests in this subject as are required in other subjects for promotion.
7. a) The collector and the treasurer if the district has one. b) By the district meeting, but if

the district meeting fails to fix the amount, the trustees are required to determine it.

8. State treasurer, county treasurer, supervisor, district collector, district treasurer.

9. To be able to read and write.

10. The trustees and the teacher appointed by the trustees as librarian.

## METHODS AND SCHOOL MANAGEMENT

### Questions

1. Why should pupils be encouraged to study drawing?
2. a) Explain the inductive method of teaching.  
b) Show how it should be applied in teaching primary geography.
3. What cautions are necessary in presenting to pupils the ill effects of stimulants and narcotics?
4. Find the least common multiple of three or four numbers and explain the work, fully, giving reasons.
5. a) What is the chief purpose of the reading lesson for the first few months of school?  
b) State what method or methods you would use, and give the reason for your preference.
6. a) Distinguish between *training* and *instruction*. b) Which is the more important in the preparation for life?
7. Name three purposes of supplementary reading in school.
8. What precautions should be observed when attempting to ventilate a school-room in cold weather by opening doors and windows?
9. In school work what things should be a) memorized; b) merely understood?
10. Give three symptoms of excessive fatigue.

### Answers

1. It trains the eye to keener observation, and the hand to more skillful operation, thereby giving more accurate and intense concept of the object drawn.

2. a) Inductive teaching is based on the process of deriving general principles from observation and comparison of individual facts, proceeding from the near to the remote, from the known to the related unknown, from cause to effect. b) Begin with a map of the desk, learn drawing to a scale; then draw map of school-room, learn direction; then school yard, road with several buildings and define natural features—like creek, island and hill, as they are discovered and described. (Answers will vary.)

3. a) Not to exaggerate or misstate the effects.  
b) To show the use as well as the abuse of them.  
c) To avoid personalities. d) Not to carry the work too far, *ad nauseam*. e) To teach so far as possible by suggestion, *not to preach*.

4. 2) 12, 16, 20

2) 6, 8, 10

3, 4, 5

The least common multiple is the smallest number that will contain two or more numbers an integral number of times. Any multiple of 12 must contain all its factors—2, 2, 3; a multiple of 16—2, 2, 2, 2 .. 2, 2, 2, 2, 3; a multiple of 20—2, 2, 5 .. 2, 2, 2, 2, 3, 5 are the factors of the least

number that contains all the factors of each of the given number .. 240 is the least common multiple.

5. a) To teach the child to recognize the printed and written forms of words which already form a part of his speaking vocabulary. b) (Answers will vary.)

6. Training imparts skill in any physical or mental operation; instruction is the communication of knowledge. Both are important, but instruction is secondary, and should be given principally as a means for training, for the better the training of the individual, the more he can do and the better he can do it.

7. a) Cultivation of a love of good reading.  
b) Knowledge of words, power to read. c) Information. (Answers will vary.)

8. That cold air does not strike the students while in a state of physical inaction, and that the room is not too much cooled. So far as possible the room should be ventilated at intermission or during periods when the students are engaged in some form of physical activity.

9. a) Such things should be memorized as are essential for accuracy and facility in future operations. b) Those things should be only understood and not memorized in which the principle or thought contained is the essential, not the form.

10. a) Inattention, b) inability to comprehend, c) drowsiness, d) restlessness.

## BOOKKEEPING

### Questions

NOTE. In writing this paper candidates may use either the single or double entry system.

1. a) Name the three important books used in book-keeping. b) Which is most important in litigation, and why?

2. a) What is meant by commercial paper? b) Give two examples.

Omar & Saul, merchant tailors, of Glens Falls, have the following memoranda:  
January 1, 1901. Began business with goods valued at \$1,500; cash on hand \$240, and deposit in First National bank of Glens Falls \$500.

January 2. Paid for 2 tons coal \$10.50, store rent for 1 month \$50. Bought of Graham & Co. on account mdse. as per invoice \$280.25. Sold for cash 3 suits \$44.

January 3. Sold James Freeman on account 1 suit \$21, for which he paid cash \$12, balance charged to his account. Paid workman \$7.50. Received for cash sales \$84.25.

January 4. Sold C. H. Young 1 coat \$12, 1 spring overcoat \$18, and took in payment his note at 30 days with interest which the bank discounted at 6%. Paid Graham & Co. on account by our check on First National bank of Glens Falls \$150. Charged James Freeman on account \$3.50 for cleaning and repairing clothes. Received for cash sales \$40 and labor \$17.45. Sold George Thomas on account, mdse. \$73.25.

3-7. a) Record in the proper books the above mentioned memoranda. b) Post all items that should appear in the ledger. c) Balance cash-book and close all ledger ac-

- counts. d) Make a formal statement showing resources and liabilities, and net loss or gain—inventory of unsold goods \$1.750.
8. Write check named in transaction of January 4.
9. Write note mentioned in transaction of January 4.
10. With respect to note named in number 9, a) show indorsement made when discounted; b) compute discount and proceeds.

*Answers*

1. a) In single entry day-book, cash-book and ledger. In double entry day-book, journal and ledger. b) The day-book is the most important in litigation because it is the one in which original entries are made. The transactions of each day are recorded in this book in the order in which they occur.

2. a) Commercial paper is a term applied to any negotiable paper used in the transaction of business. b) Notes, checks, drafts, etc.

3-7. (The books go here. Single entry book should precede double entry books.)

## DAY BOOK

GLENS FALLS, N. Y.

| 1901   |  | DR.        | CR.    |            |
|--------|--|------------|--------|------------|
| Jan. 1 | OMAR & SAUL,<br>By mdse. invested.....                             | \$1,500 00 |        |            |
|        | " cash "   | 240 00     |        |            |
|        | " " in First Nat'l Bank  | 500 00     |        |            |
|        |  |            |        | \$2,240 00 |
| 2      | GRAHAM & Co.,<br>By mdse.....                                      | 280 25     | 280 25 |            |
| 3      | JAMES FREEMAN,<br>To one suit.....                                 | 21 00      | 21 00  |            |
|        |  |            |        | CR.        |
|        | By Cash.....   | 12 00      | 12 00  |            |
| 4      | C. H. YOUNG,<br>To one coat.....                                   | 12 00      | 12 00  |            |
|        | To one spring overcoat....   | 18 00      | 18 00  |            |
|        |  |            |        | CR.        |
|        | By 30 da. note with int. less<br>discount.....                     | 30 00      | 30 00  |            |
| 4      | GRAHAM & Co.,<br>To cash (check on First Na-<br>tional Bank). .... | 150 00     | 150 00 |            |
| 4      | JAMES FREEMAN,<br>To cleaning and repairing<br>clothes.....        | 3 50       | 3 50   |            |
| 4      | GEORGE THOMAS,<br>To mdse.....                                     | 73 25      | 73 25  |            |

## CASH BOOK

GLENS FALLS, N. Y.

DR.

CR.

| 1901   |   | DR.      | CR.      |      |
|--------|---|----------|----------|------|
| Jan. 1 | Amount on hand .....  | \$240 00 |          |      |
| 1      | Amount in 1 <sup>st</sup> Nat. Bank .....                     | 500 00   |          |      |
| 2      | Paid for 2 tons coal .....                                    |          | \$10 50  |      |
| 2      | Paid for 1 month store rent .....                             |          | 50 00    |      |
| 2      | Received for 3 suits .....                                    | 44 00    |          |      |
| 2      | Rec'd from Jas. Freeman on ac .....                           | 12 00    |          |      |
| 3      | Paid for labor .....  |          |          | 7 50 |
| 3      | Received for sales .....                                      | 84 25    |          |      |
| 3      | Received note C. H. Young,<br>less discount .....             | 30 00    |          |      |
| 4      | Paid Graham & Co. check on<br>1 <sup>st</sup> Nat. Bank ..... |          | 150 00   |      |
| 4      | Received sales .....  | 40 00    |          |      |
| 4      | Received for labor .....                                      | 17 45    |          |      |
| 4      | Balance .....   |          | 749 70   |      |
|        |   | \$956 70 | \$967 70 |      |

## A Wholesome Tonic

# Horsford's Acid Phosphato

Taken when you are tired and completely worn out, can't sleep and have no appetite, it imparts new life and vigor to both brain and body by supplying the needed tonic and nerve food.

## A Tonic for Debilitated Men and Women.

Genuine bears name "HORSFORD'S" on label.

## STATEMENT

|                                    | RESOURCES  | LIABILITIES |
|------------------------------------|------------|-------------|
| Inventory .....                    | \$1,750 00 |             |
| Cash .....                         | 749 70     |             |
| Graham & Co .....                  |            | \$133 25    |
| James Freeman .....                | 12 50      |             |
| George Thomas .....                | 73 25      |             |
| Net capital or present worth ..... |            | 2,455 20    |
|                                    | 9,455 45   |             |
|                                    |            | 2,585 45    |
| Net capital or present worth ..... | 2,455 20   |             |
| Net capital at beginning .....     | 2,240 00   |             |
| Net gain .....                     |            | 245 20      |

## JOURNAL GLENS FALLS, N. Y.

DR.

CR.

| 1901   |                           | DR.        | CR.    |
|--------|---------------------------|------------|--------|
| Jan. 1 | Mdse.....                 | \$1,500 00 |        |
|        | First National Bank ..... | 500 00     |        |
|        | Cash.....                 | 240 00     |        |
| 2      | Expense.....              | 60 50      |        |
|        | Cash.....                 |            | 60 50  |
| 2      | Mdse.....                 | 280 25     |        |
|        | Graham & Co.....          |            | 280 25 |
| 3      | Cash.....                 | 44 00      |        |
|        | Mdse.....                 |            | 44 00  |
| 3      | James Freeman .....       | 9 00       |        |
|        | Cash.....                 |            | 12 00  |
| 3      | Expense.....              | 7 50       |        |
|        | Cash.....                 |            | 7 50   |
| 4      | Cash.....                 | 84 25      |        |
|        | Mdse.....                 |            | 84 25  |
| 4      | Bills Receivable .....    | 30 00      |        |
|        | Mdse.....                 |            | 30 00  |
| 4      | Cash.....                 | 30 00      |        |
|        | Bills Receivable .....    |            | 30 00  |
| 4      | Graham & Co.....          | 150 00     |        |
|        | First National Bank ..... |            | 150 00 |
| 4      | James Freeman .....       | 3 50       |        |
|        | Mdse. (Labor) .....       |            | 3 50   |
| 4      | Cash.....                 | 40 00      |        |
|        | Mdse.....                 |            | 40 00  |
| 4      | Cash.....                 | 17 45      |        |
|        | Mdse. (Labor) .....       |            | 17 45  |
| 4      | George Thomas .....       | 73 25      |        |
|        | Mdse .....                |            | 73 25  |

| LEDGER        |      |   | OMAR & SAUL                                   |          |      | 83   |      |   | DR.                           |    |  | GRAHAM & Co. |  |  | CR.  |      |   |  |
|---------------|------|---|---|----------|------|------|------|---|-------------------------------|----|--|--------------|--|--|------|------|---|--|
| 1901          | Jan. | 4 | Present<br>worth or<br>net cap-<br>ital ..... |          |      | 1901 | Jan. | 1 | By in-<br>vest-<br>ment ..... | 84 |  | \$2,455 20   |  |  | 1901 | Jan. | 2 |  |
|               |      |   |   |          |      |      |      |   | Gain ....                     |    |  |              |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   | 215 20                        |    |  |              |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| GRAHAM & CO.  |      |   | 84  |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| 1901          | Jan. | 4 | To cash. 84                                   | \$150 00 |      | 1901 | Jan. | 2 | By Mdse.                      | 84 |  | 150 00       |  |  | 1901 | Jan. | 2 |  |
|               |      |   | Balance.                                      | 135 25   |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| JAMES FREEMAN |      |   | 85  |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| 1901          | Jan. | 3 | To Mdse. 84                                   | \$21 00  |      | 1901 | Jan. | 3 | By cash.                      | 84 |  | 12 00        |  |  | 1901 | Jan. | 4 |  |
|               |      | 4 | " Labor                                       | 84       | 3 50 |      |      | 4 | Balance.                      |    |  | 12 50        |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| C. H. YOUNG   |      |   | 86  |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| 1901          | Jan. | 4 | To Mdse. 84                                   | \$30 00  |      | 1901 | Jan. | 4 | By note. 84                   |    |  | \$30 00      |  |  | 1901 | Jan. | 4 |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| GEORGE THOMAS |      |   | 87  |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
| 1901          | Jan. | 4 | To Mdse. 84                                   | \$73 25  |      | 1901 | Jan. | 4 | Balance.                      |    |  | \$73 25      |  |  | 1901 | Jan. | 4 |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |
|               |      |   |   |          |      |      |      |   |                               |    |  |              |  |  |      |      |   |  |

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|                              |            |
|------------------------------|------------|
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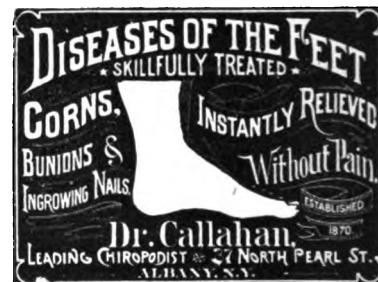
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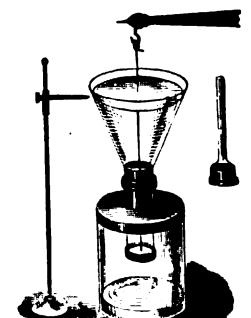
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ALLEGANY, N. Y.—We have elected Mr. Whipple and trust he will do justice to your recommendation. We thank you for the interest and promptness you have shown in this matter. F. W. BORDEN, October 28, 1901.

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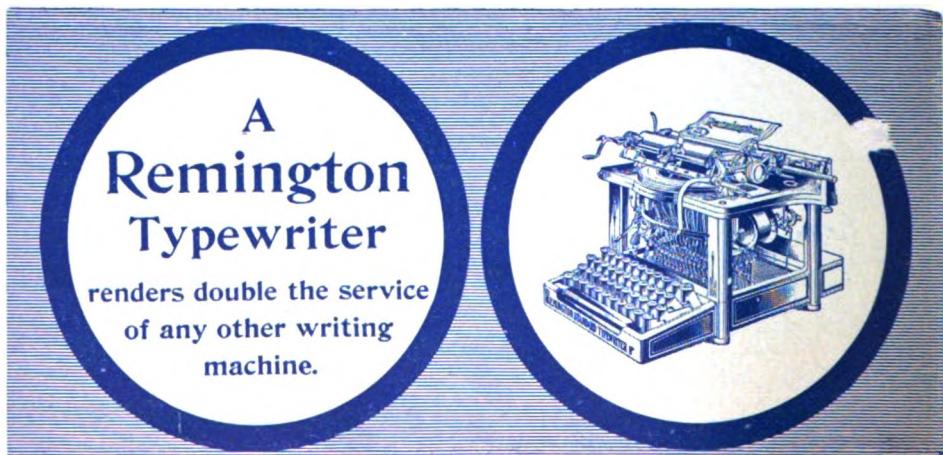
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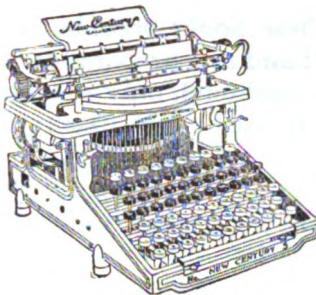
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# American Education

FROM KINDERGARTEN TO COLLEGE

VOL. V

JANUARY, 1902

No. 5

## THE ELEMENT OF INSPIRATION IN THE SCHOOLS

PRESIDENT ANDREW S. DRAPER, LL. D., UNIVERSITY OF ILLINOIS.

THE growth of the American school system supplies material for a remarkable, a fascinating, even a patriotic and glorious story. No other great people ever gained such splendid educational conceptions, for the masses stand for unlimited educational opportunity to every son and daughter of the people. No other people ever thought of providing schools for every rod of such a wide and sparsely settled territory as ours; no other people ever attempted to provide the best free schools of all grades for all classes in such cities as ours. No other great nation in the world has builded an educational system upon such plans,—so flexible, so adaptable to the national ends, so expressive and promotive of the national life. And it has not been done by a monarchy, or by a ministry through the use of dictatorial powers, but by the millions of a great, liberal people, moved by the highest purposes, acting through primary meetings, and then exercising sovereign powers through representative and responsible assemblages.

It is not speaking unadvisedly to attribute this splendid advance to the last two generations of men and the last half century of time, for it is the product of a



PRESIDENT ANDREW S. DRAPER, LL.D.

people who had not been gathered and of conditions which had not arisen before that time. In that time a new nation has been compounded in the Western World, with new measures of freedom,—physical freedom, social freedom, political freedom, intellectual freedom, religious freedom, and industrial freedom. Happily too this nation has come to recognize the need of social and political organization and of the exercise of the common power. And yet more happily as the common power has grown, the determination that it shall be used only for the common good has grown also. It has struck the high water mark of democratic government in the recent use of its power for other than its own good, for the freedom of other people, and for the good of all mankind.

This common power has never been used to control the thinking or the doing of any respectable citizen, but to protect him and afford him opportunities. It has never been used to bully other peoples, but to encourage them. It has stood for free discussion; it has helped genius in the production of device for saving labor; it has given science its chance; it has given its best offices to the aid of

agriculture and mining and manufacturing until industries have gained it more respect and invested it with more commanding influence in the world than a mere military or naval arm could hope to do.

One of the creations of this common power is our unique system of popular education. American schools have from first to last reflected American economic and political conditions. It may well be doubted whether the self-contained belief of the teaching fraternity that the schools determine the courses of peoples is justified. They are implements which break out the road; they are lights which light the paths, but they are the instruments more than they are the creators of civilizations. Civilizations and their resulting institutions are the products of the Almighty power working through the souls of men.

The schools have advanced with the growth of the nation and the progress of civilization. They are much better housed; they do much more work; and they are more scientifically taught than in primitive days; but it was easier for the early schools to meet the small demands of their day than for us to foresee the tendencies of these seething times and meet the claims of the multitudes who are waiting upon us.

Enthusiasm is the vital element in the work of the school. Teaching depends upon the interest of the pupil. The interest of the pupil depends upon the adaptation of the subject and the spirit of the teacher. The trouble with the greater number of pupils in larger schools is that they never gain enthusiasm over anything. They live just ordinary, dead-level lives because not touched with the vital spark which would transmit energy to their intellectual and moral machinery.

Beyond all question we are trying to do too many things. The quantity of work a child does under duress is not so

important as that he shall do something because he likes to do it. Before he can like to do it, it must be something which he can do, which in time he can master completely. Growth depends upon the power to do. The power to do depends upon doing.

The early teacher could choose work suited to particular pupils, and was free to do it because he was a law unto himself. And so teacher and pupil worked together upon subjects which they could master and which they therefore enjoyed. They accomplished things and in the doing they gained the strength and the ambition to do larger things.

Aside from the matter of close touch with the pupil there is undoubtedly a loss to the spirit of the school because of the grading of pupils and the segregation of classes. The mixing of pupils in the one-room school did stir thought and generate ambition. Unceasing preparation for the grade above, rather than for life, is not without its disadvantages. The practical elimination of special exercises, with the declamation and recitation, is a distinct loss. The professionalization of the schools, the doctrine that they must be given over to experts, tends to separate them from the people. Parents do not understand very much their children are doing; they are impliedly told that it is beyond them, and that they cannot expect to understand; this trend in the work of the schools is putting a very severe strain upon a very important cord.

We may well stop and ask whether we are accentuating form at the expense of substance. I believe that the literature in common use in the schools makes for culture at the expense of strength. I am for culture, but not at the cost of manliness, of independence, and of power.

I opened a school reader the other day, and the first verse my eye lit upon commenced with the line, "Children are what their mothers are." It was pretty, but

not true. How do you suppose such stuff as that appeals to boys? They do not want to be as their mothers are. Ordinarily they love their mothers more than they care to talk about, but if they are what their mothers are their associates poke them in the ribs and call them feminine and uncomplimentary names.

No doubt girls with no teacher but a man are entitled to sympathy; happily there are few of them. But in the distribution let us not forget the boys whose only teacher is a woman. And let the lion's share of pity go to either boys or girls who are subject to either a fussy woman or an effeminate man.

No reflections upon the conditions which prevail in the American schools have been intended. They are subject to outside circumstances; they reflect the age in which they are. The teachers are more conscientious than any other class in the community; on the whole they are much better prepared than the teachers were who went before them. What has been done in organization has been compelled by numbers, and what had been undertaken in work has only been in response to popular impulses. What has been done has saved the school system from chaos, but it has gone far to discourage and neutralize the influences which inspire.

Teachers, the great mission of your station is to *inspire* boys and girls. If that is done it matters not so much what is left undone. You are the representatives of the greatest civilization the world has ever known, charged with the responsibility of training men and women who can realize its cost and its worth, who can enter into its purposes, who can still further enrich its life and still further extend its outposts.

It is to be assumed that you are sane enough to know that freedom is not license, and that you have wit enough to do things upon your own motion without

violating the principles or defying the policies which are imperative to the integrity of our system of popular education. My word to you is that you shall not hesitate to exercise your inborn intellectual freedom; that you shall not let rules and lectures and books and papers and devices and educational subtleties confound and take out of you any originality you ever possessed, and so make your work in the schools insipid.

Tell the boys and the girls that no one can hope to be of any consequence in the world who will not work early and late and be patient; and also that if he will do that he cannot fail.

Remember that development is seldom foreseen, and that it does not often come along expected lines. Encourage the activities, physical, mental and moral, and give the unexpected a chance.

Be careful about standards of value and of excellence. Latin and Greek are disciplinary and culturing studies, but so also are the accomplishments of science and the operating of railroads and the building of tunnels through mountains and under rivers and great cities.

It cannot be said too often that it does not make so much difference what one does so long as he makes some contribution to the productivity of the world. And one is liable to make quite as substantial a contribution, and gain quite as profitable a return, in cash and in culture, in the industrial as in the classical world, and in the field of applied as in that of pure science.

Encourage life in the open air, not for physical more than for mental and moral health. Let the schools smell of the ground as often as possible; it will help them to keep sane and resist the doctrinaire. Stand by field sports, even those which involve hurts. Our young people do not have to struggle any too much or assume any too many risks. There is more training for the real demands of

American citizenship through the rush line of a 'varsity football team on one cool October afternoon than in some 'varsity class rooms in a whole semester.

Illustrate and enforce the claims of public service. We are beginning to learn, what we have never seemed to realize before, that our public life must sustain assaults, and that government is more a burden than a pastime. Tell pupils about this. Talk quite as much of the responsibilities and duties as of the rights and privileges of citizenship. Let them know something of what men have suffered to establish, order and create opportunities for boys and girls.

Regard the higher learning. Nothing else can break out the roads. Nothing else can lift the schools to higher planes and yet better work. But do not let the conceptions of other generations determine conclusively in what fields the higher learning shall advance. Encourage research, whether capable of application or not, in all fields, but insist that such work as is set in motion in the elementary and secondary schools shall have some relations to American life.

The Divine Power creates and directs

civilization. Schools are the instruments of civilization. The activity and the accomplishments of pupils spring from inspiration. If the teacher would be of real service to pupils he must inspire them. If he would enrich their lives he must have a life of his own with riches in it. He must know about the intellectual and spiritual and industrial evolution of his country and his age; he must think logically; he must stand for what he thinks and feels, steadily and heroically.

If he can draw out of the great reservoir of world-experience, if he can believe that there is a divine law operating in the world advance if he can take hold of youth and fire souls with desires, he will generate natural, cheerful, buoyant, courageous life. The spelling will in time be correct enough, the problems demonstrated with exactness enough, knowledge of things will accumulate, respect for hand and mind labor will enlarge, powers will strengthen, courage will gather, and a greater number of healthful and ambitious spirits will push on the higher interests and enrich the nobler life of the world.

### THE PREPARATION OF COMMERCIAL TEACHERS

DR. EDWARD W. STITT, PRINCIPAL SCHOOL 89, N. Y. CITY.

PROF. JAMES, of Harvard, in his most interesting and suggestive "Talks to Teachers" says that "Man is an organism for reacting on impressions; his mind is there to help determine his reactions, and the purpose of his education is to make them numerous and perfect. Our education means, in short, little more than a mass of possibilities of reaction, acquired at home, at school, or in the training of affairs. The teacher's task is that of supervising the acquiring process." We will all, I am sure, agree with Professor James as to the "possibilities of reaction," and in no department

of our school work is the statement more true than in reference to commercial education. Before we can fully determine, however, just what should be the kind and amount of training for teachers who engage in commercial subjects, it is very necessary that we should endeavor to understand just what we mean by commercial education. At present it is a very elastic term which can be stretched to extreme limits such as may fit a young man for a position as consul, auditor, or higher bank official, or can mean the barest equipment with which every graduate of our elementary schools

shall be furnished, before he is sent out to engage in the struggles of a varied mercantile career.

Every true teacher rejoices that education in all its branches has been necessarily progressive. Many centuries ago, Plato in his "Republic" maintained that the producing, industrial, and trade classes needed no education. Let us be thankful, however, that the onward march of the pedagogue has included the world of business in his conquest, and that to-day in many of our largest cities, commercial education is coming to have an established place in the general system of instruction. Our principal cities in fact have awakened to a breadth of education above that given in the so-called business college, and are favoring commercial high schools with extensive courses of study, three and even four years in length.

Every year, there is a vast army of boys who leave our elementary schools, after having completed the prescribed course of study, most of whom engage directly in business pursuits. Of these graduates, there is a constantly increasing number, for whom their parents, the members of Chambers of commerce, trade guilds, and business associations of all kinds, are demanding an extension of the curriculum, so as to go beyond instruction in the more elementary business branches. One can form somewhat of an idea of the immense number of boys who annually complete the elementary school course, when I state that in his last report, City Superintendent Maxwell's figures show that in the year ending July 31, 1900, (the latest figures available for statistical purpose) 6,597 boys were graduates, out of a total enrollment of 252,793 in the entire City of New York. Of course many of these graduates enter the high schools and continue their studies, but by far the greater number enter at once upon a business career. Much discussion has arisen as to the amount and extent of the work which shall be justly demanded, ex-

pected and required in the higher commercial schools, and in all probability only time and experience will determine and develop what will not only be an ideal, but also a practical course.

It is not, however, within the province of this paper to outline the course of study or to define its limitations. Suffice it to say that the graduates of these commercial departments must be well-rounded men of practical knowledge, broad in culture, endowed with a fair amount of common sense, and the *savoir faire* which shall shape their future usefulness and success. Our task concerns the proper pedagogic and practical equipment of the teachers who shall be the marshals of this great procession of lads moving on to what we know and believe will be the sure victories of commercial careers. Where shall we obtain the teachers for these boys, and how shall they be trained for their highest usefulness?

Let me say, first of all, that in the main, we are to get the best teachers from the great army of instructors now employed in the elementary schools, and in the business departments of our high schools. The advance of modern pedagogy, and the demand which is now well-nigh universal that all teachers in secondary schools shall have pursued special studies to fit them for their life work, that they shall be acquainted with the working principles of psychology, that they shall have made at least some study of the latest and most approved methods of presentation, these and other reasons which lack of time forbids me to catalogue, unite in demanding that the teachers in the commercial high schools shall not simply be business men, but they shall be trained teachers. While I esteem highly the advantages which come from a well constructed and perfectly equipped building and would congratulate all boards of education which shall pay due attention to the advantages of architectural and mechanical perfection, yet I cannot forget the trite suggestion of the lamented Gar-

field, who said that Mark Hopkins at one end of a log, and a true student at the other, made what was truly a successful college.

Higher than the equipment of the building, more important than all its laboratories and museums, comes the need for trained teachers. It is not in all cases, or even in the majority of them, a *sine qua non* that the teachers shall have had long and extensive business experience.

One of the most important subjects for proper preparation for a successful business career is the study of English. It was my pleasure and privilege recently to hear Edmund Clarence Stedman, one of our leading poets and literateurs and also for many years a prominent figure in financial circles, declare that in his opinion, as evidenced by careful observation and experience, the most glaring deficiency of most boys who enter upon a business career, is a woeful weakness in English. Great care should therefore be taken that this important subject shall be properly taught. Its presentation will include (1) the ability to write clearly and concisely on all matters of importance, (2) the ability to speak with force and distinction upon matters of current interest, and (3) such a course of literary training as shall inculcate a love for the study of the masters of English prose and poetry, so that, later on in life, the successful business man may not simply rejoice in the possession of a library of the treasures of literature, well-bound and well-cased, but that he may be inspired and uplifted by their true literary worth. For this all important subject then, we need instructors of experience, full of fire and animation, endowed with the spirit of the true teacher, but who may have little or no business equipment.

The subject of book-keeping and theory and practice of accounts will, however, be one that will demand for its proper instruction a trained business book-keeper. In fact, I believe, that an expert accountant who in the course of his varied business

experience, has amassed a store of useful methods, short and always up-to-date, will be found to be the ideal teacher of book-keeping. I believe that much of the so-called instruction in many of the business colleges is of little practical value. Right here, let me state that in the past few years there has been a wonderful improvement in the teaching of this subject, and many of the larger private business schools are entitled to special praise for their laudable efforts in this direction. There still remains much to be done. Part of the weakness arises from the poor text-books, which with some honorable exceptions, are in many cases decidedly behind the times, their plans of accounts very unbusinesslike, and their methods such as would not be tolerated in any reputable New York business house. In fact, within a month, one of the leading Broadway merchants assured me that in his opinion scarcely an author of any text-book of book-keeping which has thus far been published, could open and keep a proper set of books for a concern doing business on a scale of comparative magnitude. The criticism may seem harsh, but it serves to illustrate my statement that the teacher of book-keeping, especially in a commercial high school, must be a trained expert, steeped in business methods. He must be a human dynamo of business electricity that shall awaken every student along live wires of mercantile influence. He must taboo all obsolete books and methods, must teach only the newest and the best plans of procedure, and must be continually in closest touch with the business world. For this reason, he should be expected and allowed to retain outside work as an auditor and certified public accountant, and in this way, his instruction will always be up-to-date in every particular.

The teacher of arithmetic, which forms the third of what may be called the trivium of business education, need not of necessity be a business man. He must be a teacher of tact and judgment, who shall laboriously

build upon the foundation-stones of accuracy and rapidity, and in time his superstructure shall be an ornament to his diligent instruction. Correspondence with business firms, (attention is called to an address which I made upon this subject before the N. E. A. at the Charleston meeting in 1900. Vide pp. 566-572 of the proceedings), and inspection of their methods of procedure will serve to give him the point of view necessary for complete success. Short methods and the employment of approximation as factors of helpfulness will be guides to keep the student in the right path. Thoroughness must characterize all the work, and the pupils must learn from the very start to appreciate that *thoroughness* is the great desideratum of business success. The work to be done in mathematics beyond the arithmetic, will probably consist only of algebra and geometry. These subjects must certainly be taught by trained teachers who shall endeavor to inspire their students to a mathematical tendency, and to secure the fullest content to be derived from a proper appreciation of the educational value of mathematics, but the instructors need not have been trained in the business world.

Phonography and typewriting, two very essential subjects of commercial preparation, must be taught by skillful teachers who are able to do rapid and correct work, and to secure excellent mechanical results from their students, but the teachers need not of necessity have had long business training or experience.

Physics and chemistry must be taught by graduates of our best schools of technology, and while their work will have special reference to such lines of scientific research as shall be useful to the students later on in their business careers, the instructors are to be trained specialists, and not mere business men.

French, German and Spanish, the three modern languages of most commercial importance, must be taught by teachers well-

equipped with the latest methods of language instruction. The work of teaching must be largely conversational, and the only language to be heard in the classroom at the time, must be the language which is being acquired. The French room should be truly a "Petit Paris," the German room will recall "Unser Vaterland," and the Spanish recitation room, correlating with its future commercial interests, will unite the possibilities of an "El Dorado" with the memories of the "Alhambra." The languages are to be acquired by patient study at the feet of trained linguists who shall not be necessarily endowed with business training.

The subject of commercial law shall be in charge of a teacher who has taken his full law-course, and also, if possible, may have had commercial training, so that he may be able to impart the broad principles which shall apply to the mercantile world, and to explain the great legal principles which underlie all business practices. In commercial geography an excellent text-book in the hands of a careful teacher, who has traveled much, and been a careful observer of men and things, will unite to furnish satisfactory preparation in this important branch.

In the above review of the principal subjects of commercial education, I have briefly outlined some of the more important divisions of the curriculum, and have tried to show that with the exception of book-keeping, and possibly commercial law, all other subjects may be safely committed to the care of trained teachers, properly prepared in their various subjects, but who may not necessarily have engaged in mercantile pursuits, or achieved business success.

In many of the business colleges, broken-down or unsuccessful business men have often been employed as instructors. Apart from the consideration of the fact, that they totally lack the pedagogic equipment which has come to be the possession of most teachers of the present day, they are more than likely to fail, because of a lack of the proper

temperament. I believe it will be generally admitted that as teachers, they have not done the best work. Even if a man has been a success as a business-man, he is more than likely to make a failure as a teacher. He may not be endowed with patience, which is perhaps the teacher's most necessary attribute of character. His very success as a business man, and his consequent dictatorial manner, which is the outcome of having had charge of many employes, may in fact militate against his good work as an instructor. In business, he at once discharges the clerk or workman who has failed to do what he was told or expected to do without being told, and if he followed that plan of absolute requirement in school, his class would disappear so rapidly that very soon empty benches would constitute his sole audience. A leading manufacturer, for instance, told me recently that he had discharged three book-keepers in two weeks.

A further means of preparation which will be found of exceeding value, is that which shall come from the study of the latest books on commercial education, consular reports, statistical information, trade journals, and commercial bibliography in general. We are now only at the beginning of our commercial literature, but the possibilities of this department of our subject are boundless. It is probable that the harvest which shall come up from the too rapidly planted seed may have much chaff among the wheat, but the threshing-machine of a critical public and an observant press, will act as sifters of the really practical and useful from the merely theoretical and ideal so that the finished product will be of distinct value to the commercial educator.

The advantages of a commercial museum are too obvious to need elaboration, but all will admit the value to a live teacher of objective illustrations and concrete representations of trade products, manufactured goods, specimens of fabrics, models of print-

ing, unique advertising, and various other objects of usefulness which the curator of an up-to-date commercial museum will gather together for the study and observation of the students, and the inspiration of the teaching force. Here will be found a factor of considerable magnitude in the successful and practical preparation of commercial teachers.

The whole teaching force must be properly inoculated from time to time by the virus which shall come from the business world in the form of lectures, public addresses and discussions upon business topics by representative and successful leaders of the mercantile world. The services of such men must be constantly sought for, so that their wisdom and service may inspire all. In this matter, the larger the city, the more diversified the interests which may be appealed to, and the more surely practical will be the advice of the leaders who shall be persuaded to give forth to others the reasons for their great success in life, or their views upon matters of current interest. J. Pierpont Morgan upon "Finance," John A. McCall upon "Insurance," Pres. Charles M. Schwab upon the "Steel Interest," Postmaster Cornelius Van Cott upon "Postal Laws and Regulations," Collector George R. Bidwell upon the "Customs Service and the Practical Side of the Tariff," Robert C. Ogden, of the firm of John Wanamaker & Co., upon "Dry Goods from the Retail Standpoint," Pres. Miles M. O'Brien, of H. B. Claflin Co., upon "Dry Goods from the Wholesale Standpoint," Henry H. Vreeland, Superintendent of the Metropolitan Railway Company, upon "City Transit," Senator Chauncey M. Depew upon "Railways in General," Vernon H. Brown, General Agent of the Cunard Line Steamship Co., upon "Ocean Transportation," Comptroller B. S. Coler upon "Corporation Accounting and City Finances," are some of the men and topics of interest that will yield help and guidance to the progressive

teacher of commercial subjects, who will thus be kept in touch with the most improved business methods and practices, and at the same time the students will be inspired towards the same future of success which has characterized these merchant princes who are so widely known and respected.

One further means of preparation for teachers will be found in the Commercial High School itself. Some of the best students who have completed the whole course, and who have later been graduated from college or normal school, will be found equipped to go to any part of our great country, and teach in the more newly established commercial schools, and so the leaven of the work done in the High Schools of Commerce in New York, Brooklyn, Washington, and other cities, will spread throughout the whole country, and we shall have as a resultant, a great educational uplift of the business equipment of the nation at large.

It is always, however, to be remembered that the work of the higher commercial education is not to train specialists. The graduates of even the more pretentious and ambitious schools of commerce will not be certified public accountants, chemists, mathematicians, or linguists, but practical young men of broad culture,

equipped with a stock of common sense and administrative ability, as shall fit them to fill responsible positions in the mercantile world, and in time, to rise to the highest places in our business communities.

To briefly summarize, I have tried to present the following propositions:

(1) All teachers must be preëminently men of sound judgment, and endowed with practical common sense.

(2) They must, as far as possible, be trained in correct pedagogic methods, both as regards instruction and discipline.

(3) Most of the teachers do not need preliminary commercial experience.

(4) Commercial bibliography will be a factor of distinct success.

(5) A commercial museum has features of helpful interest which every true teacher will use in preparation of his work of instruction.

(6) Lectures and conferences at frequent intervals with leading business men, will be found valuable helps toward proper preparation.

(7) Commercial high schools themselves will in time equip men, who after proper collegiate or academic training, will be well prepared to go forth as successful teachers.

## School Men of the Hour

### PRESIDENT M. WOOLSEY STRYKER

(For portrait see front cover)

**A**S evidence of what strength of mind on the part of one person can do, we have the prominence that has come within the last year to Hamilton College, located in this State, through the devotion and loyalty of Elihu Root, Secretary of War, to this college where his father taught and beneath whose walls the family for two generations has been

reared. But Hamilton College itself, in its traditions and its work, is worthy of all the attention and esteem the public may give to it. Its birth, hard on the close of the revolutionary war, is emphasized by the choice of its students for their college color—the "Blue and Buff." Since its organization it has steadily aimed at thorough

## AMERICAN EDUCATION

scholarship on the old humanitarian ideals; but it has laid special emphasis upon English composition and upon oratory. Consequently, just as we find the man from Union succeeding in politics, from Cornell in engineering, Hamilton's sons have for at least a half century been famous as pulpit orators, literary leaders, and public speakers. Henry Frink and others in the pulpit, Charles Dudley Warner, and to-day Henry K. Webster of Merwin-Webster fame in the field of literature, and Joseph R. Hawley and Elihu Root in the public forum are types of these. Much of Hamilton's success in this line has been due to its good fortune in having as presidents men who appreciated the fact that, in addition to thorough work on a sound curriculum, a college should have some special bent in which its students should receive special training. It was not strange, therefore, when several years ago a vacancy occurred in the presidency, that M. W. Stryker, of Chicago, one of the foremost of America's eloquent scholars should have been chosen to fill the place. It was a great sacrifice for Doctor Stryker to make, to leave a magnificent church, wherein he spoke in reality to a city of millions, to devote his energies to the rearing of men in a small New York State village. That this sacrifice has not been in vain it is pleasing to state is shown in the growth in numbers and prestige of Hamilton in the last decade.

Doctor Stryker was born at Vernon, N. Y., January 7, 1851, and is therefore a native of the Empire state. He graduated from Hamilton College in 1872, and from the Auburn Theological Seminary in 1876. His eminence as a scholar and theologian has been recognized by Hamilton College, which conferred upon him the degree of D.D., and by Lafayette College which has given him the degree LL.D. He was married in 1876 to Miss Clara

Elizabeth Goss of Auburn. As a minister of the gospel he has won attention, having been a pastor of churches in Auburn, Ithaca, Holyoke, Mass., and Chicago, Ill. He is a student of hymnology and has written both hymns and poems. He has been president of Hamilton College since 1892.

His public addresses are numerous, and embrace a wide range of subjects that have commanded wide attention for their high scholarship, purity and beauty of language and excellence of delivery. Perhaps the most effective of all was the address on Lincoln on the deceased President's birthday at New York a few years ago.

## ARTHUR M. WRIGHT

DEPUTY SUPERINTENDENT NEW YORK STATE

**W**E have repeatedly expressed our approval of the idea that most men come to the front because they deserve to. One can not look into the case of any man in high station without finding that back of him is a record of work and achievement that has been the cause of his advancement. Very often too we find that his success is not merely the result of his own efforts, but of a preparation resulting from an atmosphere created by the family from whence he came.

When State Superintendent Skinner announced that he had appointed Chief Inspector of Compulsory Education, Arthur M. Wright, to succeed Howard J. Rogers as Second Deputy of the Department of Public Instruction of the State of New York, the school men of the State, knowing of Mr. Wright's arduous and excellent work in organizing and making effective the compulsory education work of the State, recognized the promotion as deserving and fit. Those who are better acquainted with Mr. Wright know also his appointment had back of it a long and successful experience in class room and supervisory teaching

in various lines of educational work and in different fields of educational activity. Not many, however, know that the appointment was a tribute to nearly a hundred years faithful and intelligent training of the youth of this State on the part of the family of which Mr. Wright is a member. His father and uncle were both teachers; one for forty-eight years and the other for fifty-seven years taught in the schools and academies of this State. Long before they had laid off their armor, Superintendent Wright had enlisted in the cause, and was adding



ARTHUR M. WRIGHT

his efforts to theirs. The knowledge of this fact will add to the general appreciation and satisfaction of the State Superintendent's selection.

Superintendent Arthur M. Wright resides at Waterville, Oneida County, and has always been a resident of New York State. He was born in Wyoming County and graduated from Hamilton College in the class of 1872. After graduation he worked for two years as a civil engineer and then

became the principal of the Skaneateles Union Free School. He served there for seven years, and left to take a similar position in the Union High School at Moravia, Cayuga County, where he remained four years. He was next the principal of the Union School at Waterville. After seven years in this school he left to engage with Ginn & Co. and Butler & Co., school textbook publishers, whom he represented from 1891 to 1894. Thus at no time since his first school experience, two years after graduation from college, has Prof. Wright ceased to be in touch with educators and the educational thought of the State. He was appointed an institute conductor under State Supt. of Public Instruction James F. Crooker and has been connected with the department ever since.

In 1895, he was placed in charge of the Bureau of Compulsory Education and organized the method of administering that branch of the State's supervision of schools, which has brought about a greatly increased attendance of children upon the public school sessions throughout the State.

#### THE NEW YEAR

Yesterday now is a part of forever,  
Bound up in a sheaf which God holds tight,  
With glad days and sad days and bad days,  
which never

Shall visit us more with their bloom and  
their blight,  
Their fullness of sunshine or sorrowful night.

Let them go since we cannot relieve them—  
Cannot undo and cannot atone;  
God in his mercy receive, forgive them;  
Only the new days are our own—  
To-day is ours, and to-day alone.

Every day is a fresh beginning;  
Listen, my soul, to the glad refrain;  
And spite of old sorrow and old sinning,  
And puzzles forecasted and possible pain,  
Take heart with the day and begin again.  
—Susan Coolidge.

## The Best to be Found

### Articles from Educational Journals Summarized

HAPPIEST he of human race,  
To whom our God has given grace  
To read, to hope, to fear, to pray,  
To lift the latch and force the way.

Love and patience conquer soon or late.  
—Whittier.

THOSE that think must govern those that toil.—Goldsmith.

You can help your fellowmen. You must help your fellowmen. But the only way you can help them is by being the noblest and the best man that it is possible for you to be.—*Phillips Brooks.*

In discussing "Why teachers fail," it will be remembered that by *failure* here is not meant the mere failure of re-election, but a more disastrous one, the failure to give to boys and girls that uplift and real spiritual touch to which they are entitled.—*Selected.*

"As is the principal so are the teachers." If the managing director in a school or city is sluggish and inert, the work of the schools will be characterized by lack of progressiveness. The spirit of the principal and superintendent should be one of co-operation, sympathy, and frankness.—*Associate Supt. A. W. Edson.*

If I were to name one product of vice or crime that would nearest touch the heart of all good people, I would say the neglected child. Give me the child, and the State may have the man. Every case of vagabondage has its root in some neglected child. And it is well to remark that the neglected child frequently comes from homes of poverty.—*Dr. W. T. Harris.*

Experience has proved that there is no necessary connection between literary com-

petency, aptness to teach, and the power to manage and govern a school successfully. They are independent qualifications; yet a marked deficiency in any one of the three renders the others nearly valueless. In regard to the ordinary management of a school, how much judgment is demanded in the organization of classes so that no pupil shall either be clogged and retarded, or hurried forward with injudicious speed, by being matched with an unequal yoke-fellow!—*Selected.*

No man goes slow if he has the chance of going fast, no man stops to talk if he can talk walking, no man walks if he can ride in a trolley car, no one goes to a trolley car if he can get a convenient steam car, and by and by no one will go in a steam car if he can be shot through a pneumatic tube. No one writes with his own hand if he can dictate to a stenographer, no one dictates if he can telegraph, no one telegraphs if he can telephone, and by and by when the spirit of American invention has brought wireless telegraphy into thorough condition, a man will simply sit with his mouth at one hole and his ear at another, and do business with the ends of the earth in a few seconds, which the same machine will copy and preserve in letter books and ledgers. It is the American's regret that at present he can do nothing with his feet while he is listening at the telephone, but doubtless some employment will be found for them in the coming age.—*Ian Maclaren.*

WHEN the name and exploits of a hero are fresh in the minds of pupils, it is the time to make the conception of the person so vivid that it will not soon be lost. To do this, appoint readings from what reference books you have, assigning one passage

to a group of five, another to a second group, perhaps a poem descriptive of the subject to a third, and so on. At the next recitation have one passage read, portions of it being given by each of the group to which it was assigned. This will be a good reading exercise. Praise anyone who brings in a fine passage not assigned by you. Follow the reading exercise by having an oral sketch of the hero, a written one to be handed in later. The following outline may be placed on the board as an aid in giving the sketch:

1. Birth and parentage.
2. Training and education.
3. Disposition and character.
4. Military characteristics.
5. Exploits.
6. Public estimation.

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Teachers fail because of:

1. Too low ideals, and failure to realize the real purpose of school and of life.  
2. No sympathy with children, looking upon them as so many articles of trade, or so many logs.

3. Failure to realize the immense value of personality and failure to prepare, as far as possible, to exert a wholesome and inspiring influence.

4. No appreciation of the essential elements of the subject to be taught, unimportant points receiving as much attention as the ones which are vital.

5. Neglect of synthetic teaching, leaving the subject matter in a scattered rather than a compact and unified form.

6. Permitting outside matters to control attention. Teachers have one day in each week and three months in the year for outside matters. Their real working time ought to be given wholly to their pupils.

7. Satisfaction with self and present methods; lack of ambition to grow.

Why does the teacher so easily grow self-satisfied, and how may the danger be avoided?

Let each teacher answer, and answer in such a way that the danger may be avoided.  
—*Supervisor G. E. Maxwell.*

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THE youthful mind is in a plastic condition, susceptible of readily receiving impressions, and the memory is so retentive that impressions formed will have a potent influence in determining the future of the child. It is, therefore, of great moment that children be placed under the control of fully-developed men and women. How boys and girls were licensed to teach forty or fifty years ago is not difficult to determine, but that they are allowed to teach at present with our educational equipment and environment seems extremely perplexing. In this respect we stand alone among the professions, though our work is second to no other in importance. Who ever heard of a full-fledged clergyman under twenty-one? No one is permitted to be a doctor, a dentist, a lawyer, a councillor, a school trustee, or a voter until he has attained his majority. The laws of our land will not allow the most cultured to vote until they are twenty-one, yet in many instances they are voting for bonuses and other matters involving no moral issue, or for persons whose chief duty is to supervise the making of roads and the building of sidewalks. It would, therefore, appear that the moral, the intellectual, and the physical training of our youth is of less importance than the supervision of the highways and byways in our towns and villages. What parent having the highest welfare of his child at heart would think of having him placed under a boy or girl as his moral and intellectual guide?—*Canadian Teacher.*

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"WHEN illnesses are caused by disobedience to the perfect laws of Nature, a steady, careful obedience to these laws will bring us to a healthful state again.

"Nature is so wonderfully kind that if we go one-tenth of the way, she will help us the other nine-tenths. Indeed she seems

to be watching and hoping for a place to get in, so quickly does she take possession of us, if we do but turn toward her ever so little.

"But instead of adopting her simple laws and following quietly her perfect way, we try every artificial means to gain a rapid transit back to her dominion, and succeed only in getting farther away from her.

"Where is the use of taking medicines to give us new strength, while at the same time we are steadily disobeying the very laws from the observance of which alone the strength can come?

"No medicine can work in a man's body while the man's habits are constantly counteracting it. More harm than good is done in the end.

"Where is the use of all the quieting medicines, if we only quiet our nerves in order that we may continue to misuse them without their crying out?

"They will cry out sooner or later; for Nature who is so quick to help us to the true way of living, loses patience at last, and her punishments are justly severe. Or, we might better say, a law is fixed and immovable, and if we disobey and continue to disobey it, we suffer the consequences."

*—From Annie Payson Call's "Power Through Repose."*

IT is interesting to note an editorial in the *Educational Review*, in which is endorsed the thought that there is in existence a body of educational principles and laws, recognition of which should rightfully be demanded of every one who pretends to be able to treat of any phase of the problem of education.

One of the constant complaints against educational papers and discussions is that they take up every topic as if nothing were known and nothing settled either in principle or by experience. It must, we think, be admitted that the complaint is, on the whole, well founded, and that the fault complained of is due to lack of educational

scholarship. A college president is asked to discuss the elective system, a college professor to criticise a curriculum, a superintendent to grade and promote, a principal to pass judgment on two sets of reading books, and the chances are that the opinions given flow straight from the emptiness of the speaker's head. If one may judge from the average papers presented at our more important educational gatherings or from the articles contributed by teachers of more or less prominence in the literary periodicals, the most unusual step in the writer's preparation is to consult the literature of the subject and to weigh carefully the results of experience at home and abroad. The papers represent, therefore, the writer's more or less influential preference, or his more or less refined taste but nothing more. As contributions to the literature of the subject they are valueless.

We are still awaiting the completion by some patient scholar of the monumental task of making a critical educational bibliography which shall include the invaluable papers immersed in journals and proceedings. Much of the best literature of education is in that form. The charge that America has made no contributions to educational theory, for example, is one that is due to lack of scholarship. The person making the charge does not know where the contributions are to be found.—*Philadelphia Teacher.*

WE are seeking for uniformity in requirements for college entrance. There is to be uniformity in each and every institute—one model for all. The same questions are submitted for the examination of teachers whether the candidate is a graduate of the common school or the university. We already have in several states a strict uniformity of text-books, and it is almost a penal offense to use any other than the one prescribed. In our larger cities uniform rules and regulations fetter the teacher at every step. Uniformity in discipline; uni-

formity in methods—uniformity everywhere; uniformity runs mad.

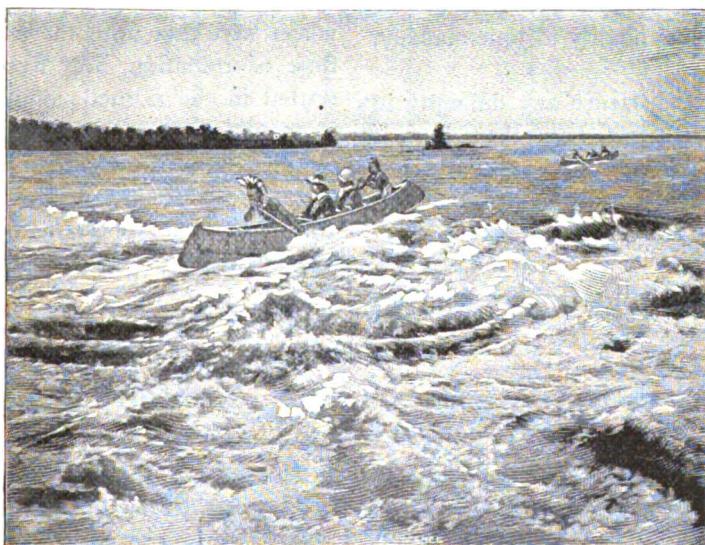
Then we have manuals which direct the teacher and guide every step. Manuals for physical culture; manuals for nature study; manuals for child study—manuals for every subject in the course. Armed with a manual and a course of study the teacher feels competent to undertake the teaching of any branch. A manufacturer once said, "What I am seeking now is a machine so perfect that a fool can run it." We seem to be aiming at the same end in school affairs.

What a teacher who desires to live and grow said the other day in conversation is literally true: "I would like to be permitted to use my brains in school matters, but if I did I should lose my position in six months." Everything is made to hand, cut and dried, ready to be dished out, so many spoonfuls at each meal.

It is time to call a halt, at least long enough for consideration of some important points. I have been asked many times to make a course of study for "our high school." My answer has always been some-

thing like this: "I do not know the conditions of your school, and am entirely ignorant of the surroundings. I would not prepare such a course for any school until I had had a year's experience in it."

Every school has its individuality, and it must be respected in making a course of study which can be carried out intelligently. If I were again to undertake the charge of the schools in a city or a town I would fix upon a minimum in each study to be attained in every grade, so that pupils moving from one part of the city to another might find a place without loss of time. Beyond that I would leave each school free to do as much as could be well done. Children who come from families where books and the best influences are found should have liberty to advance as rapidly as the circumstances would admit. Children from families in which there is little opportunity for improvement should not be compelled to cover so much ground in the text-books that no time is allowed for work in general culture which they so much need.—*Henry Tobin.*



CHAMPLAIN PASSING LACHINE RAPIDS

From Baldwin's Discovery of the Old Northwest.

Courtesy of the American Book Company

# For the School Room

## VOCAL MUSIC LESSONS—No. 3

EDWARD FUTTERER, SUPERVISOR OF MUSIC, ALBANY, N. Y.

*Head and chest tones.*—Children have but two registers, head and chest called thin and thick tones. By far the more important are the head or thin tones. They require great care and considerable drill.

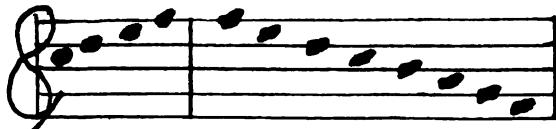
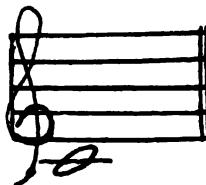
*"How to distinguish the thin tones"*—Ask the pupils to sing 8. with "coo."

This exercise should be sung three or four times in one breath as softly as possible. The teacher may use one day ä; the next day some other vowel oo. o. etc.

*Chest (thick) tones.*—Chest tones are the lower or speaking tones of the child's voice. To distinguish these, ask the pupils to sing "I." in the key of C.



then sing to F., fifth line, very softly.



Sing also the remaining tones of the scale descending very slowly. This should be done with the same quality of tone, namely, thin tone.

If the pupils experience any difficulty in singing F. on fifth line, have them hum it at first. This seldom fails. Any teacher who has a musical ear can quickly distinguish the head (thin) tones from the chest (thick) tone.

The head tones will always be flute-like and clear.

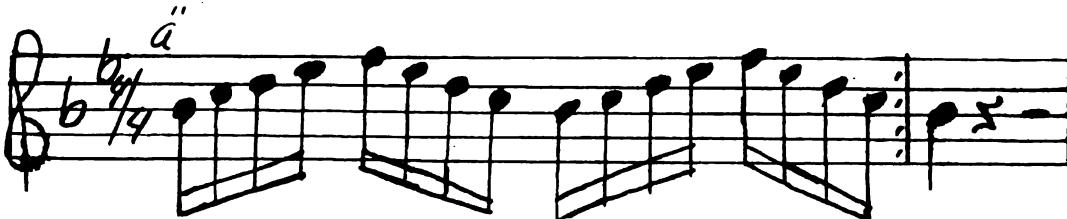
*Daily drill exercises*—

Then have them sing loudly the scale ascending.

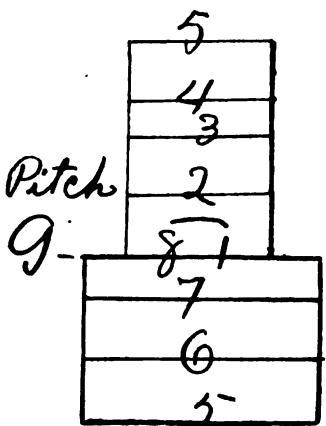
You will hear thick, harsh, and unpleasant tones. These tones must always be sung as softly as possible. If force is used, it will ruin the head tones.

W. H. Leib in speaking of children's voices says that until they have passed the time of mutation, and have become well settled in the normal condition pertaining to manhood or womanhood, power should not be sought or demanded in their singing, but only tenderness and grace. Power in vocal utterance appertains only to the well trained artist of mature physical development.

To cultivate an easy flowing, pure and pleasant quality of voice should be the ambition of every teacher.



"Major scale extended downward."



Tuning of voices or setting the intervals of the sounds of the scale in the proper position.

*Exercises to go out of the scale.*

878—8781278—8782378  
878233778—878234578  
876678—87655678  
8583478—8675832478

Means below 8.

*Exercises for two pointers.*

|                       |  |   |    |   |    |   |    |    |    |    |   |    |   |    |   |   |
|-----------------------|--|---|----|---|----|---|----|----|----|----|---|----|---|----|---|---|
| <i>First Section</i>  |  | 8 | 4  | 5 | 4  | 3 | -  | 4  | 2  | 1  | x |    |   |    |   |   |
| <i>Second Section</i> |  | 8 | -  | 2 | 1  | 8 | 7. | 6, | 7, | 8  | 5 |    |   |    |   |   |
| <i>Section 1</i>      |  | 8 | 1  | 8 | 7. | 8 | 4  | 3  | 3  | 5  | 4 | 3  | 4 | 2  | 1 | x |
| <i>Section 2</i>      |  | 8 | 7. | 6 | 5. | 6 | 7. | 8  | 8  | 7. | 6 | 5. | 6 | 7. | 8 | 5 |

### PLAIN TALKS ON DRAWING

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y.

#### NUMBER III

##### FREEHAND PERSPECTIVE

This seems to be the most difficult subject in the whole study of art because we are influenced by our knowledge rather than our sight.

To eliminate all technicalities, perspective is the art of representing three dimensions on a surface which has but two dimensions.

It is the art of representing distances forward and backward on planes which have no distances in those directions. I have tried faithfully for twenty-five years to teach freehand perspective by use of devices and without teaching *rules*, but I am now convinced that rules assist the student to see things properly.

The rules will tell the student what to look for and the devices will verify the rules.

Here are a few of the foundation principles which must be understood and which must be thoroughly explained:

There are two causes which make lines and planes to appear shorter than their actual dimensions. The first cause is distance; the second cause is foreshortening or turning away from the eye.

Every child knows that the farther an object is placed from the observer, the smaller it appears. That is, they know it when the distance is considerable, but when the distance is slight it is not readily observed, unless demonstrated by the use of a device. The usual way is to take measurements by means of a pencil held with the arm extended, but teachers will find the following method much more successful: Let the pupil hold two twelve inch rules in a horizontal position directly in front and on a level with the eye. One rule should be directly in front of the other and about a foot from it. The difference in the apparent lengths will be readily seen and measured on the *nearer rule*.

The same method may be used in teaching foreshortening. Place the two rules *together* in a horizontal position and on a level with the eye directly in front. Hold the left ends together with the left hand and then with the right turn the *back* rule away from the eye. Sight over the top of the front ruler and the difference in the apparent lengths will be easily seen. Do not forget to tell the students that this turning away from the eye is called *foreshortening*.

These two rules, distance and foreshortening, are really the keys to the whole situation. All the other rules are derived from them.

No line can ever look longer than it really is, but it may look shorter. A line which is turned away from the eye is said to be

*retreating*. Manipulate a stick before the class and demonstrate to them that *vertical* lines *never retreat* no matter where they may be placed. All other lines may be retreating or not. Now teach that all lines which retreat appear changed in direction, e. g., a horizontal line which retreats no longer looks horizontal. It appears in some other position. It may even look vertical if it is directly in front of the observer and above or below the eye and retreating directly.

Since a vertical line never retreats, it follows that a line which is vertical always appears vertical.

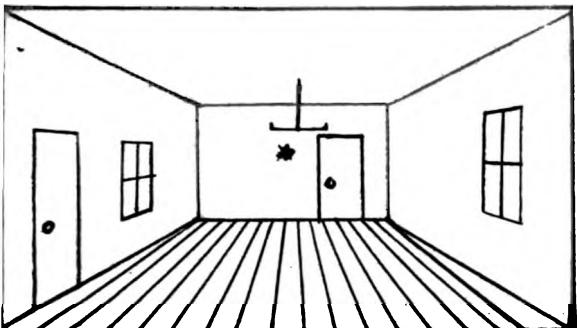
One of the most important sub-rules is, parallel lines retreating from the eye appear to converge. How could they look parallel? The two farther ends could not look the same distance apart as the nearer ends and it follows that, if their lines extend from a greater to a lesser distance, they could not appear parallel.

Reason it out with the children and tell them what to look for. Take a chalk box. Remove the cover and bottom; then hold it horizontally before the class with an opening toward them. They will be able to see through the opening next them not only the rear opening, which will appear smaller, but they will be able to see all the sides of the box also. They will see the upper lines converging downward toward the upper line of the rear opening and the lower lines converging upward toward the lower line of the rear opening.

They will see plenty more if the teacher will call the attention of the pupils to what is to be seen. Put the following diagram on the blackboard. You can teach every rule governing straight lines in parallel perspective from it. It represents the interior of a room.

The vertical sides of the room, the door-casings, window frames and the hanging gas-pipe are all represented as vertical lines. The parallel boards of the floor, the tops

and bottoms of windows and doors and lines, made by the ceiling meeting the side-



walls, are all represented as converging lines. The cross in the back of the room represents the center of vision on a level with the eye. The middle board on the floor is represented as perfectly vertical. The boards on the left illustrate the rule "A horizontal line below the level of the eye and retreating appears as a right oblique line with the farther end the higher, etc., etc."

After explaining the rules of perspective relating to straight lines, choose a simple rectangular object. If a single model is to be used for an entire class, it should be large. A soap-box will do very nicely. If several models are used, nothing better can be found for a beginning, than chalk boxes. Do not put a model on the blackboard, for the children will simply copy your work. Do not draw at all for them, but you may criticise their work after they have produced it.

You will have to exercise plenty of patience while teaching freehand perspective. For after you have labored with all your concentrated energy, your pupils will still persist in breaking every rule and showing all invisible parts.

Some years ago I invented and patented a little device to assist in teaching perspective. It is known as the Hailes' Perspective Drawing Screen. I have done some splendid work with it and would recommend it to others. It consists of a sheet of tough

cardboard 10x16 inches, folded upon its shorter diameter, and when in use it is stood upon its edge opened at an angle of ninety degrees. One side is perforated with 48 square openings, leaving cross lines at intervals of one inch, which constitute the "sighting member." A series of seven narrow slots one inch apart are cut through the back, making the "marking member" or stencil which is used for checking the paper on which the drawing is to be made. The object is viewed through the "sighting member" and the student, by observing the lines that cross it, is enabled to follow the corresponding lines upon his paper.

There is no getting away from it. It demonstrates every rule of perspective. It is effective, simple and cheap.

The next number will be a continuation of this subject.

## HISTORY LITERATURE COURSE

At Albany Teachers' Training School

PREPARED BY PRIN. C. E. FRANKLIN AND ASSISTANTS

This course is designed to give work practicable in an average graded school. It is done in the form of afternoon talks of ten minutes, the "Morning Talks" being devoted to Nature Study. The talks are preferably, though not necessarily, given the first period of the afternoon. At times, when practicable, the Literature is an application of the Nature lesson of the morning talk. Both morning and afternoon talks are the main part of the language work in the primary grades, the oral discussions, and occasionally in the third and fourth years written reproductions, being considered preferable to set language lessons, though the teacher aims in these talks and reproductions to bring out the language points called for by the city course of study for the respective grades. In the intermediate grades the work is still

taught through "afternoon talks," the subject matter being made the basis for the written language or composition work. Thus the children, when told to write, have something to write about. Further, each child is allowed to write about that phase or part of the subject that interests him most.

Of course teachers are not expected to cover the whole list given for each grade. The largest freedom is allowed each teacher in selecting what and what amount of the given subject matter she will use. It will be noticed that the stories from Bible history customarily included in such lists, are omitted, such as Daniel and the Lions, Moses the Law Giver, etc., etc. This is deference to the fact that the school is attended by children of all creeds, Protestant, Catholic, Jewish, etc. The teachers of the Training School—all earnest, brave, broad women were unanimous in asking that they be not required to include these and that they be left to the home or the Sunday school.

Many of the myths, usually found in such courses, are also omitted. It was decided that some of these for the intelligent treatment require explanations or occasional reference to certain functions and relations of human life which it is as undesirable as it is unnecessary to go into with young children in a public school. Not to treat these subjects intelligently is wasteful of time and leaves the children with false, ridiculous notions as to the powers, functions and relations of God and man.—C. E. FRANKLIN, *Editor.*

#### HISTORY OF LITERATURE

##### FIRST GRADE

- Apollo and Clytie.
- Anxious Leaf.
- The Three Bears.
- The Flowers' Helpers.
- A Caterpillar's Story.

- The Chestnut Ladies.
- Born in Prison.
- The Acorn Children.
- How the Oak Became King.
- The Willow and the Bee.
- How the West Wind Helped Dandelion.
- The Old Woman and her Pig.
- Five Peas in a Pod.
- The Pea Blossom.
- National Holidays.
- Primitive Home Life (Hiawatha's Wig-wam).
- The First Thanksgiving.
- Thanksgiving Story.
- The Discontented Pine.
- The Fairy's New Year's Gift.
- The Waterdrop's Story.
- The Snowflake's Story.
- The First Flag.
- A Story of a Leaf.
- Story of a Morning Glory Seed.
- Story of a Bean.
- What Robin Saw.
- The Lion and the Mouse.
- A Legend of the South Wind.
- Stories of Heroes.

##### POEMS

- The Bunch of Keys.
- The Woodpecker.
- The Little Artist.
- October's Party.
- Waiting to Grow.
- The Wind.
- A Tiny Little Seed.
- May (Child Garden, May, 1900).
- Hurrah for the Flag.
- Shower and Flower.
- Birds and Flowers.
- How the Leaves Came Down.
- The Chestnut Burr.
- The Wasp and the Bee.
- The Complaint of the Chrysalis.
- September.

##### SECOND GRADE

- The Fir-tree.
- The Little Strawberry Blossom.
- The Foolish Peach Blossom.

A Leap too Far.  
 How the Oak Became King.  
 What the Bells Said.  
 Three Drops of Water.  
 The Crocus.  
 The Rainbow Queen.  
 The Brook Without a Blessing.  
 Strawberry Blossoms.  
 Camp Briny.  
 The Spruce Tree.  
 Esquimos.  
 Snow Queen.  
 National Holidays.  
 A Story of the Forest.  
 Ladybug's Lawn Party.  
 The Naughty North Wind.  
 Do What You Can.  
 Reward of the Cheerful Candle.  
 Jack Frost.  
 The Two Seeds.  
 How the Raindrops Helped.  
 The Birds' Ball.  
 Maisie's Decoration Day.  
 The Best Daisy.  
 Helix the Snail.  
 Primitive Life (Hiawatha).  
 The Little Seed.  
 Heroes of All Ages.

## POEMS

The Children's Hour.  
 Sir Robin.  
 The Little Lazy Cloud.  
 Who Has Seen the Wind?  
 A Legend of the Rainbow.  
 Our Heroes.  
 We Thank Thee.  
 The Endless Story.  
 The Seed.

## THIRD GRADE

Primitive Methods in Agriculture.  
 Myths in Connection with the Earth.  
 Demeter.  
 Frigga.  
 Indian Earth Myths (Emerson).  
 Robinson Crusoe (Shipwreck island visit to ship).

The Birds' Christmas Carol.  
 Pandora.  
 Phaeton.  
 Black Beauty.  
 Heroes.  
 National Holidays.

## POEMS

The Brown Thrush.—*Larcom*.  
 Spring.—*Thaxter*.  
 A Child's Thought of God.—*Browning*.  
 Golden-rod.  
 Pussy Clover.—*Larcom*.  
 October.—*Jackson*.  
 November.—*Jackson*.  
 Our Heroes.  
 The Windmill.—*Longfellow*.

## FOURTH GRADE

Alice in Wonderland.  
 Seven Little Sisters.  
 The Chimera and the Golden Touch.  
 The Legends of King Arthur.  
 The Labors of Hercules.  
 Stories of Ulysses and Trojan War.  
 Great Americans.  
 Stories of Discoverers.  
 Columbus—Cortez—Cabots.  
 Stories of Inventors.  
 Gutenberg—Fulton—Franklin.  
 Greek Stories.  
 American Inventors and Inventions.

## POEMS

The Shepherd of King Admetus.—*Lowell*.  
 Selected Poems and Songs for Months,  
 Seasons, and Nature Work.  
 The Puritans—Quakers—Cavaliers.  
 History of the Indians.  
 Hiawatha—The Peace-pipe—Four Winds.  
 —Hiawatha's Childhood.  
 A Chippewa Legend.

Stories of Greece and Rome.  
 Julius Cæsar—Pericles—Leonidas.  
 Battle of Thermopylae.  
 Stories of Europe—Asia—Egypt—China.  
 Stories of Norsemen.  
 Balder—Odin.  
 Stories from Homer—Odyssey—Iliad.

Stories of Hercules.  
 Apollo and Daphne.  
 Baucis and Philemon.  
 Stories from "Snowbound."  
 Each and All.  
 Heroes.  
 National Holidays.

## POEMS

Selected by teacher. Appropriate to subject matter.

## SIXTH GRADE

Evangeline.  
 Historical Stories in Connection with European and Mediæval Heroes.  
 Dutch and English in New York and New Jersey with special reference to picturesque colonial features.  
 Greek Heroes.  
 Mediæval Heroes.  
 Drake—Peter the Hermit.  
 Girls who Became Famous.  
 Boys who Became Famous.  
 Heroes.  
 National Holidays.  
 Thorwaldsen's Night and Morning.

## POEMS

Passing of Summer.  
 Something to Do.  
 Story of the Pilgrims.  
 When Lincoln Died.  
 Meaning of the Colors.  
 Giving Thanks.  
 If I Knew.  
 Lincoln's Life.  
 The Builders.  
 The First Snow Fall.  
 What March Does.  
 March.  
 Roses.  
 Decoration Day.

## READINGS

Joan of Arc.  
 Tiny Tim's Christmas Dinner.

## READING LESSONS

Given at Albany Teachers' Training School

No. VIII.

FIFTH YEAR—FIRST SEMESTER—PUPILS'  
 AGE, 10 YEARS.

ANNA L. REESE.

*Aim*—To teach the first five paragraphs of "A Legend of Sleepy Hollow." Page 146, Baldwin's Fifth Reader.

*Preparation*—The following words were written on the blackboard and marked diacritically:

|               |             |
|---------------|-------------|
| descriptive   | sojourned   |
| popularity    | vicinity    |
| picturesquely | appallingly |
| literature    | loiterer    |
| Ichabod       | sauntering  |
| abridged      | adjacent    |

These words were sounded and pronounced by the children the more difficult ones as,—picturesquely, literature, descriptive and popularity being given special attention. To be sure the children knew these words they were required to give sentences containing them.

The map of the United States was hung up and children were asked the following questions:

What state is this? (pointing to N. Y. State).

*Teacher*—"The scenes of the story we are going to read are located in this state. In the valley of this river; (teacher pointing to Hudson River), near the city of New York."

The books were then opened.

*Presentation*—One child was asked to give the title of the piece. The first paragraph was then read silently and the children asked these questions: Who wrote this story? What other books do you know of written by Washington Irving? Name the two most popular with us? Why? A child was then asked to point out on the map the location of both stories.

The children were then told that "A Legend of Sleepy Hollow" was divided into

several parts and a child was asked to give the title of the first part.

Children read the next paragraph silently. A child gave in his own language the thought contained in the first sentence; another that in the second; and another was told to point out on the map and name the schoolmaster's native state.

A child was then asked to describe Ichabod Crane's appearance and another to tell of what he reminded one.

The next paragraph was then read silently. One child was asked to describe the schoolhouse; and another to tell what could be heard from this place of learning.

The fourth paragraph was read silently, and a child was asked to tell in his own language what he had read.

The fifth paragraph was read silently; one child was asked to tell how the schoolmaster made himself useful to the farmers and another how he made himself popular with the mothers.

The entire lesson was then read aloud for expression. If a child read with poor expression, he was again questioned for the thought and told to re-read. If he could not then read with good expression, he was allowed to imitate some child who did read with good expression.

**Summary**—When the entire lesson had been read books were closed and two or more pupils were called upon to reproduce orally the lesson they had read. If the thoughts were not connected or the pupil hesitated, the teacher asked questions.

**Application**—The summary was afterwards written as a language lesson.

#### No. IX.

SIXTH YEAR—FIRST SEMESTER.

IDA H. LATTA.

#### THE WEATHER-WISE MUSKRAT.

(*From Burrough's Birds, Bees and Sharp-Eyes, page —, et seq.*)

**Aim**—To teach the last half of Burrough's description of the muskrat, in his

"Birds, Bees and Sharp-eyes." To endeavor to have it read so that the author's meaning is well expressed.

**Preparation**—1. A list of all the difficult new words, also the words in the lesson of the preceding day that gave any trouble, are written on the board without any dia-critical markings. The pupils are given a short time to look the words over, and are then called upon to pronounce them. If a pupil meets a word he cannot pronounce, the word is marked carefully and the pupil called upon again to name it. Other pupils may then be called upon for the same word, in order to fix it in their minds.

2. The teacher questions carefully for the chief points in the preceding lesson, leading up to the lesson of the day. The first preparation for this lesson included a description of some muskrat homes which the boys had visited and inspected.

3. Silent reading of portions of the day's lesson, followed by questions by the teacher to ascertain if they have acquired the thought of the author.

4. Pictures of muskrats' homes are shown and examined.

**Presentation**—Pupils read the lesson aloud for expression.

**Summary**—Since this is the completion of the story, the whole story will be repeated by one or more pupils, or the teacher may ask a few leading questions calling forth the chief points of the story.

**Application**—The lesson was followed by a written description of the muskrat's home, illustrated by pencil sketches.

**Questions on preceding lesson**—About what animal did we read yesterday? At what conclusion had Mr. Burroughs arrived? Why? What observations had he made? What did it lead him to think? Describe the houses and tell how they were built. What happened to these nests? Why didn't the rats know enough to build more wisely?

You may now read silently the first paragraph in to-day's lesson.

"Nearly a week afterward another dwelling was begun, well away from the treacherous channel, but the architects did not work at it with much heart; the material was very scarce, the ice hindered, and before the basement story was fairly finished, winter had the pond under his lock and key."

In what way did the muskrats show grit? How were they hindered? Call on pupil to read aloud. Read the next paragraph silently.

"In other localities I noticed that where the nests were placed on the banks of streams they were made secure against the flood by being placed amid a small clump of bushes. When the fall of 1879 came the muskrats were very tardy about beginning their house, laying the corner-stone—or the corner-sod—about December first, and continuing the work slowly and indifferently. On the 15th of the month the nest was not yet finished. This, I said, indicates a mild winter, and sure enough the season was one of the mildest known for many years. The rats had little use for their house."

*Questions*—In this paragraph, in what way do these rats seem to show themselves as wise as man? Tell how they built in the fall of 1879. What did Mr. Burroughs conclude? Was he right? Call on pupil to read aloud.

Read the next paragraph silently half way through and find out how the rats gave Mr. Burroughs a hint, and whether he took it.

"Again in the fall of 1880, while the weather-wise were wagging their heads, some forecasting a mild, some a severe, winter, I watched with interest for a sign from my muskrats. About November first, a month earlier than the previous year, they began their nest and worked at it with a will. They appeared to have just got tidings of what was coming. If I had taken the hint as palpably given my celery would

not have been frozen in the ground, and my apples caught in unprotected places. When the cold wave struck me about November 20th, my four-legged 'I-told-you-so's' had nearly completed their dwelling; it lacked only the ridge-board, so to speak, it needed only a little 'topping out' to give it a finished look. But this it never got. The winter had come to stay, and it waxed more and more severe, until the unprecedented cold of the last days of December must have astonished even the wise muskrats in their snug retreat."

*Questions*—What hint was given Mr. Burroughs? How? What resulted from his not heeding it? Why does he call the rats four-legged "I-told-you-so's"? What was meant by putting a ridge-board on the nest?

Call on pupil to read aloud.

Read the last half of the paragraph silently.

"I approached their nest at this time, a white mound upon the white, deeply frozen surface of the pond and wondered if there was any life in that apparent sepulchre. I thrust my walking-stick sharply into it. when there was a rustle and a splash into the water, as the occupant made his escape. What a damp basement that house has, I thought, and what a pity to rout a peaceful neighbor out of his bed in this weather and into such a state as this! But water does not wet the muskrat; his fur is charmed and not a drop penetrates it. Where the ground is favorable, the muskrats do not build these mound-like nests, but burrow into the bank a long distance, and establish their winter quarters there."

*Questions*—Like what does Mr. Burroughs say the mound looked? What did he mean? What experiment did he try? Was he unkind? Why? How else do they make their winter home? Why don't they always do this?

You may read the last paragraph silently.

"Shall we not say, then, in view of the above facts, that this little creature is 'weather-wise?' The hitting of the mark twice might be mere good luck; but three bull's-eyes in succession is not a mere coincidence, it is a proof of skill. The muskrat is not found in the Old World, which is a little singular, as other rats so abound there, and as those slow-going English streams especially, with their grassy banks, are so well suited to him. The water-rat of Europe is smaller, but of similar nature and habits. The muskrat does not hibernate like some rodents, but is pretty active all winter. In December I noticed in my walk where they had made excursions of a few yards to an orchard for frozen apples. One day, along a little stream, I saw a mink track amid those of the muskrat; following it up, I presently came to blood and other marks of strife upon the snow beside a stone wall. Looking in between the stones I found the carcass of the luckless rat with its head and

neck eaten away. The mink had made a meal of him."

*Questions*—From what we have read about the muskrat what do we decide? What is meant by hitting the bull's-eye? How does he compare the muskrat's instinct with this? Is the muskrat found in the Old World? What is found there? Why would it be a good home for rats? What is meant by hibernating? What is a rodent? What shows that they have a dainty taste? What enemy did he find they have? Read paragraph aloud.

I now call on one or more pupils to tell the whole story, and then ask for the points most admired in the muskrat's life.

The lesson is reproduced in writing and illustrated, in the afternoon's language lesson.

The following day the lesson is read all through for expression, pronunciation, and enunciation, without the preliminary questioning.



NAPOLEON CROSSING THE ALPS

## In Special Fields

### HOME NATURE STUDY COURSE AT CORNELL

THIS is a correspondence course established for the purpose of helping those who wish to learn how to see nature through their own eyes and to lead others to see. All residents of the State of New York are eligible, especially teachers, students in training classes and in normal schools, and parents who have the training of children. The class is growing. New members are welcome at all times.

Teachers in isolated schools will find here an avenue of self-improvement open to them. In the very center of nature, the rural teacher's opportunities for nature study are greater than those of any other.

But the home nature study course is not alone for country teachers. Those of city and village are equally welcome. Although prepared with special reference to the needs of teachers, the home nature study course has found its way into other hands. Nature study sections have been formed in women's clubs. We know how important it is to have the intelligent coöperation of the parents. When these parents realize that true nature study is being taught in the schools they will be the first to uphold the teacher. Clubs have also been formed in several Christian associations. New clubs may begin at any time. There should be a secretary to whom the lessons would be sent for distribution. A list of the members with their addresses should accompany the request for lessons.

The home nature study course is not primarily a reading course. The pamphlets sent are full of suggestions to follow, experiments to perform, work to do. Unless you actually do these things, you fail to make the experiences your own, you take statements on authority and miss the point of the whole course. Reading what others

have observed about nature lacks the freshness and freedom of original investigation. Without the element of discovery and personal contact, nature study deteriorates into lesson getting. Seeing nature with other people's eyes, reading their thoughts about her ways, is most delightful, after one has seen and thought for one's self.

The use of books is not discouraged entirely. Use what books you have and use them wisely. The observations of others will stimulate to more careful work, but cannot be substituted for individual experience. No mere book study is true nature study. The book which invites nature-ward is a safe guide; throw aside that one which pretends to take the place of nature. We have published a syllabus of nature study lectures by Mrs. Anna Botsford Comstock. This gives suggestions for graded lessons and also a list of books on plant and animal life. Every teacher should have this pamphlet and as many of the books as he or she can afford.

Nine lessons complete a year in the home nature study course. Each lesson is a quiz. The copy sent with this announcement will give some idea of the methods of study.

The lessons will be suited to the season. We shall not study apple blossoms in November, nor frost flowers in August! As often as possible they will be on common things relating to rural life. Frequently the home nature study lesson and the *Junior Naturalist Monthly* will treat of the same subject.

The quiz is not an examination. What you are doing and seeing, not what you have heard about, shows progress in nature study. Every question in the quiz will be for the purpose of bringing out some fact in the student's own experience. Reports should be as complete as possible. If the

subjects suggested in the lesson are not available, other subjects may be substituted and full credit will be given. One question answered from actual experience is better than many pages learned from books.

Letters from teachers are always welcome. We get much inspiration and encouragement from them. This correspondence brings the personal element into our work and proves most helpful. Ask questions continually.

Students enrolling in the home nature study course are expected to proceed somewhat as follows:

Read lesson thoroughly.

Follow suggestions as to obtaining materials for study.

Examine object, question it, interpret its answer.

Write answers in blank spaces on quiz or on separate sheets attached to the quiz.

Report on observations made on subjects not suggested in the lesson.

Ask one or more questions on any nature study question which interests you, writing them in the blank left for that purpose.

Write your name and address clearly on each lesson.

Return the answered quiz to the address below.

Twenty-two teachers' leaflets have been issued. These are kept in stock to supply members of the home nature study course and others. They are full of suggestions as to methods and the information contained in them can be verified easily.

Students who complete satisfactorily ten consecutive lessons in this course will receive a certificate. Those desiring to take up this work address Mary Rogers Miller, Cornell University, College of Agriculture, Home Nature Study Course, Ithaca, N.Y.

## Editorials

WE are in receipt from the MacMillan Company of a "Source Book in the History of Education," by Professor Paul Monroe, of the Teachers' College of Columbia University. One of the criticisms on pedagogical books published up to within the past year or two is that they were mere outlines, written in a dogmatic manner, of doubtful historical and scientific accuracy. Such books as this of Professor Monroe's is along the right lines and it is hoped that such encouragement will be given to the publishers as will warrant them and others in making further contributions in this needed direction.

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MR. C. E. FRANKLIN, principal of the Albany Training School for Teachers, and editor and part owner of AMERICAN EDUCATION, has been elected associate superintendent of schools for the Borough of Queens, Greater New York. Together with

many others, the management of AMERICAN EDUCATION rejoice with Mr. Franklin over his well-deserved promotion. In preparation for and activity in his professional work he has been earnest, enthusiastic and thorough. His advancement is a just recognition of the worth and services of an indefatigable worker for the cause of education and a man of high and noble aspirations.

E. C. M.

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THE editor of the *Wisconsin Journal of Education* quotes from Buecher's "Industrial Evolution" to the effect that thinking has become a special business, and points out that this is the case in commercial enterprises, engineering and politics, and adds: "Can the same results come about in education?"

Editor Stearns seems to think that it will, that the work of superintendents and principals, who must be men of large views, will

be to develop plans to be realized by the teachers. He adds, however, that he is not ready to say that teachers can be excused from thinking. We are glad Mr. Stearns stopped there. No man or woman in daily touch with school work can conceive the possibility of there ever coming a time when those actually teaching the young, growing mind with all its varieties and peculiarities, can do anything else but think, and think hard, the whole day long. That is, of course, if they have any intelligent appreciation of what they are in a school room for.

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**EX-PRESIDENT** Charles Kendall Adams, of Wisconsin University, recently said that a handsome and costly school house, desirable in itself, might be a burden, even a curse, to a community, if its erection and care proved such a weight as to make the employment of the best obtainable teachers impossible.

At first thought this statement impressed us as being entirely correct. Further reflection brought us to the opinion that, like all sweeping statements, it contained but a half truth. There is no doubt that a great many communities pride themselves unduly if they have erected and maintain an up-to-date school building. It is easier to make the average citizen see that the money has been properly spent in this direction, and therefore easier to get it for such purpose than it is to secure the wherewithal to pay first-class teachers. Of course the day is coming when the necessity for the teacher worthy of the school will be appreciated. But, in the meantime, if we have to make a choice, let our children be comfortably and pleasantly housed and environed while engaged in their school work. The teacher, too, no matter what her natural abilities and her preparation, will do better work and give better treatment to the children under her, if she is comfortably and pleasantly situated.

### WHY YOUNG MEN LEAVE THE PROFESSION

WE were interested a short time ago in looking over the cards of some subscribers who had discontinued our magazine, to note that the great majority of them had discontinued because of their being married, or engaging in other work. Of course those leaving off because of marriage were women. The number of young men who had left teaching in the past year, if the percentage in this State holds good throughout the country is a matter for comment. Some had resigned to study medicine and law in that order; some had previously studied law and had now taken up the work; others had entered colleges of pharmacy or engaged in the drug business. The lumber business, general merchandise, insurance, book-keeping, etc., had taken others. It has been estimated that of the 34,000 teachers in the State of New York, 6,000 drop out each year, and fully 1,500 of these are young men who take up other work.

The cause of this is not far to seek. Young men to obtain positions of any importance as principals of union schools, teachers of the languages or sciences in high schools, or principalships of elementary schools in cities, not to speak of high school principalships and professorships, must have, in addition to a four years' high school education, either two years' professional training in a normal college or a four years' college course followed by a year's professional training or have three years' successful teaching in order to secure a college graduates' certificate. More than this, to get a position as superintendent of schools in any fair-sized town, or a high school professorship or principalship in any good-sized city, one must, in addition to the college graduation and the year or two years' pedagogical training, show at least a year spent in some special study. And all to what end? That he may get a town superintendency or high school principalship or an elementary

school in some city at from \$900 to \$1,200. This is certainly well enough for a beginning, but what of the prospect? The high school or elementary principals who ever get above \$1,500 are like angels' visits, few and far between. Yet for this sum the man must be truly good, belong to and support a church, dress well, buy books, be married to be considered respectable, live in decent circumstances, and be amiable and willing, yes, display an eagerness at all times to contribute to any public, social or philanthropic movement in the community in which he lives. Nothing is said of leaving aside something for old age or the proverbial rainy day for the family that, in the uncertainty of life, he may be taken away from at any time. His position is said to be fairly permanent. Is it? There are *only five cities* in the State of New York that have the same high school principals that they had ten years ago! There are *only seven cities* in this State that have the same superintendents of schools that they had ten years ago! We believe that the facts would show that no town superintendent or principal can stay longer than four years in a place even if he would. Even granting some degree of permanency to the positions, it is a permanency in a work that is most enervating and nerve racking and that, up to the present at least, has not brought with it that respect and standing in the community that the other professions are accorded and which are one of their compensations.

Is it any wonder then that young men turn every day to other vocations in life, in which, while the chances of finding employment all through life may be less, the opportunities for return in the way of comfort of living during the greater part of their lives and of a career spent amid more invigorating conditions are immeasurably greater? The facts and figures we have given concerning New York State, which we believe will be more than confirmed by similar

statistics from other states, are the best answers to the question.

This condition of affairs cannot be very gratifying to the student of education, to the men of general intelligence having the good of the country at heart, nor the mass of good citizens with children in our schools who believe that men have a place and a value in this work. Unless our teaching supply keeps pace in its character and preparation with the progress being made in our schemes and methods of education, the outlook for any general improvement of our people as a whole is still very distant.

#### IT MAY BE

It may be, when life's long, long d-y is done,  
And we have wearied with the endless game  
Of hide and seek, for fortune, health and  
fame,

And thrown aside our playthings one by one—

That we shall gladly welcome peaceful rest,  
And toddle, tired children off to bed,  
With heavy eyes, and drowsy, nodding head,  
To fall asleep on Mother Nature's breast.

It may be, as the shadows onward creep,  
While loved ones gently smooth the silken  
hair,  
That we shall breathe a little evening prayer,  
Sweet childhood's "Now I lay me down to  
sleep."

It may be there's another day than this,  
A brighter day than we have known before,  
When morning sun will stream across the  
floor,  
And we shall be awakened with a kiss.

—Walter A. Dyer.

To be honest, to be kind, to earn a little, to spend less; to make upon the whole a family happier by his presence; to renounce where that shall be necessary and not to be embittered; to keep a few friends, but these without capitulation; above all on the same grim conditions to keep friends with himself—here is a task for all that a man has of fortitude and delicacy.—Robert Louis Stevenson.

## General School News

John D. Rockefeller has given \$230,000 to Bryn Mawr College on condition that \$250,000 shall be added to it from other sources.

Dr. Robert Curry, founder of Curry University, at Pittsburg, and principal of the Nebraska State Normal School at one time, died recently.

The many friends and admirers of Dr. Nicholas Murray Butler will be pleased to know that he has been selected as permanent president of Columbia University.

Western Reserve University will have a summer school this year, with Dr. G. Stanley Hall in charge. Other prominent educators will be numbered with the faculty.

Mrs. Jane Stanford, widow of the late senator, has made Leland Stanford University of California one of the richest institutions of its kind in the world. The bequest amounts to \$30,000,000.

The College Entrance Examination Board of the Middle States and Maryland has decided to admit additional colleges and universities, some of which are not situated in the Middle States or Maryland. For that reason the name of the board has been changed to the "College Entrance Examination Board." Among the institutions which have recently joined the board are Wellesley College, Mount Holyoke College, Colgate University and Syracuse University.

The Department of Superintendence of the National Educational Association will hold its annual meeting at Chicago, Ill., February 25, 26 and 27, 1902. The officers of this department are: President, G. R. Glenn, Atlanta, Ga., first vice-president, Henry P. Emerson, Buffalo, N. Y.; second vice-president, F. W. Cooley, Calumet, Mich.; secretary, John Dietrich, Colorado Springs, Colo. The program contains the names of eminent men, and the subjects are practical.

In view of the offer of Mr. Carnegie, a bill introduced by Senator Depew providing for the establishment of an educational institution to be known as the University of the United States, takes on special significance, and is claimed in some quarters to have been inspired by the foreknowledge that Mr. Carnegie was about to make the proposition he has. The bill creates a body corporate "for the advancement of knowledge by means of instruction exclusively post-graduate and special, including particularly all matters which concern the government, and by original research and investigation for the benefit of mankind." To the corporation is given authority to hold real and personal estate and acquire any devices, bequests, grants and donations of money or other property to be devoted to the uses and purposes of the university. The Board of Regents in charge of the national institution contemplated in the Depew bill is to be com-

posed of "the President of the United States, the Chief Justice, Commissioner of Education, the President of the University, Secretary of the Smithsonian Institution, President of the National Academy of Sciences and a number of others named in the bill, including the presidents of all institutions of learning in the United States, exclusive of State Universities, having fifty or more resident students holding the degree of bachelor of arts, together with six other citizens, who shall be appointed by the President of the United States, by and with the advice and consent of the Senate. Such building or buildings as are necessary for the proper existence of this institution, Senator Depew's bill says, shall be located on the site of the old Naval Observatory and known as University Square. It was this plot that George Washington chose as the site for the National University for which he agitated and for the establishment of which he left a fund. In addition to granting the use of University Square the bill makes provision for the conduct of research in that the United States "shall also grant to members of the university such use of its grounds, gardens, conservatories, museums, libraries, galleries, laboratories, observatories and all other facilities for post-graduate research and investigation, the university itself being subject to requisitions from the Government at any time for such scientific investigations and reports at the public cost to the extent of actual expenses incurred, as may be practicable and as the Congress, the President of the United States or the head of any department of the Government shall deem desirable."

### A NEW MARKET FOR OUR PRODUCTS

The great problem of modern statecraft is the finding of new markets. Within the borders of the Chinese Empire lives one-third of the entire human family, and granting that the individual Chinaman does not have the consuming power of the average white man, still with this enormous population China possesses the greatest undeveloped power of consumption that exists on earth, and its enormous trade that is to be, is recognized as the prize of future commerce. China offers a market so tremendous in its possibilities and a trade so rich in its promised rewards that all others fade into insignificance when compared with it. It is not, therefore, surprising that the powers have been striving to bring this last great unexploited market under their control, and that they are, jealously watching each other while seeking to enlarge their own spheres of influence.—From No. 28 of the New York Central's "Four Track Series."

No. 28 of the "Four Track Series" will be sent free, postpaid, to any address, on receipt of five cents in postage, by Geo. H. Daniels, General Passenger Agent, New York Central, Grand Central Station, New York.

## In the Schools of the State

### AT LARGE.

The following interesting item relating to salaries of teachers is taken from State Superintendent Charles R. Skinner's annual report: The total amount paid for teachers' salaries in the towns was \$5,183,630.30, in the cities \$16,320,989.25, making a total for the state of \$21,504,619.55. This shows an increase in the salaries paid teachers in the towns of \$131,545.72, in the cities of \$2,154,181.20, or a total increase in the state of \$2,285,726.92. Of this increase \$2,066,085.14 is accounted for in Greater New York alone. The average annual salary paid teachers in the towns was \$329.35, being an increase over last year of \$6.86. In the cities the average annual salary paid was \$976.54, being an increase of \$97.27 over the preceding year, while in the state the average salary paid was \$662.64, being an increase of \$57.86 over the previous year. This seemingly large increase in teachers' salaries is accounted for largely in Greater New York. By deducting the salaries paid in the City of New York, the average annual salary paid in the other cities of the state is \$592.65, being an increase over last year of \$5.66. The average annual salary paid in New York City was \$1,176.08, being an increase over last year of \$141.15. Deducting the salaries paid the teachers in New York from the total for the state shows that the average annual salary in the state exclusive of New York City was \$399.47, which would be an increase over last year of \$6.96. From the same report it is noted that the average cost per pupil for maintaining the schools during the past year, based on an average daily attendance, was for the towns \$25.82, and for the cities \$49.88, an average for the state of \$41.68.

The Hon. William A. Wadsworth has advised Supt. Charles R. Skinner to renew his offer of prizes of \$100 and \$50 for the best and next best kept school grounds. The contest, however, will be confined strictly to rural district schools. School commissioners should encourage district school teachers and authorities to compete for these liberal prizes.

Whenever one of our conductors of Teachers' Institutes for the State of New York meets with public recognition outside of this particular field, we like to take notice of the fact. It was but recently that the following notice came under our eye. *The Constitution*, Atlanta, Ga., bearing date Sept. 6, 1901, has this to say regarding the work done by one of our conductors: "At a full meeting of the General Normal Institute the following resolutions were introduced by Prof. William M. Slaton, principal of the Boys' High School, and were adopted with great enthusiasm:

"Whereas, Dr. Henry R. Sanford, of the State of New York, has lectured to our normal class for two weeks, with ability and skill, and has greatly benefited us by drawing invaluable lessons from the riches of his own experience,

and has greatly endeared himself to all the teachers by his easy simplicity and magnetism of manner,

*Resolved*, First: That we, the General Normal Institute, do hereby thank Dr. Sanford, our able lecturer for his great service to the cause of education and to the City of Atlanta.

*Resolved*, Second: That we shall cherish the recollection of our obligation to him and to all those who have assisted us during the past two weeks.

### COUNTIES

**Albany.**—The high school "public," of the Albany High School was an interesting feature of the week before Christmas.—Dr. Willis G. Macdonald has been re-appointed a member if the Albany board of school commissioners.—The senior oratorical contest at the Christian Brothers' Academy was a recent event of interest. The prize was awarded to John J. McGrail.—The first complete exhibition of the work done in the Albany schools has been shown during the week beginning December 30th at the High School building. This exhibit has attracted the attention of the patrons of the public schools generally, and has been seen by a large number of private school teachers and people from outside the city. The exhibit was made up of work being done in the classroom in all schools and grades of the public school system. Not alone has this exhibit given the taxpayers opportunity to see the work that is being accomplished in the schools, but it has given teachers of different schools, as well, opportunity of comparing the work being done. It is not unlikely that such comparison will stimulate teachers as well as pupils to do even better work than is now being done. The exhibit of the Albany public schools made at the Paris Exposition was much sought for by school authorities in different sections of Europe. It was finally granted to the ministry of public education of Russia, and is made a permanent exhibit at St. Petersburg.

**Broome.**—Supt. D. L. Bardwell has the faculty of keeping the public interested in the schools under his charge. He issues bulletins through the local press, to give the residents of that city knowledge of the work being done in the schools.—The Binghamton teachers will be addressed in February by Dr. E. E. White, of Columbus Ohio, author of several books for teachers.—Com'r E. B. Whitney issued a report of the institute for his district, in the form of a supplement of the Whitney Point Reporter. Several half-tone cuts of school men and women and some of the school buildings of his district are shown. The cut of the new high school at Whitney's Point shows a modern and commodious building in every detail.

**Chautauqua.**—The Hon. Louis McKinstry has resigned as a member and secretary of the board of directors of the Fredonia State Normal School. His father, Willard McKinstry, was largely instrumental in securing the establishment of a State normal school at Fredonia, and the son has been an efficient member of the local board for some years. The credit for some large State apportionments for the school may be justly given somewhat largely to him. It is rumored that his successor will be Speaker S. Fred Nixon, of Westfield, a valued friend of the school.—Prin. Samuel F. Moran, of Sinclairville, was united in marriage December 24th with Miss Clarissa Maude Rood. Mr. Moran is a very successful teacher, and his bride has also been a successful teacher in the primary department of the Sinclairville school.—Dr. E. W. Lytle recently addressed the Jamestown teachers upon the subject of "History and Its Place in the School Course."—Prin. Robert Widrig, of the Gerry school, and Miss Mary E. Bowen, a former teacher in the same school, were married recently.—Prin. P. E. Marshall, of the Brocton High School, is announced as a candidate for school commissioner. He is a very capable candidate in every respect.—A suitable monument has been set in the Forest Hill Cemetery at Fredonia to mark the grave of the seven victims of the Normal School fire. The expense incurred will be met by the state. The stone will be a large block of Quincy granite, and the names and addresses of those who perished in the fire will be inscribed upon it.

**Chenango.**—An attempt is being made to organize an association or conference of the principals of Delaware, Otsego and Chenango counties. It is probable that the first meeting will be held in the latter part of February at Sidney.—The High School at Norwich has recently added materially to its physical science apparatus, so the laboratory now is one of the best equipped in the state.

**Columbia.**—Superintendent Sagendorph reported to the board of education that Mt. Holyoke College had notified him that a certificate from the Hudson High School would be accepted in mathematics, chemistry, history, ancient and American, civil government, English, German, maximum requirement, French, minimum requirement, and Latin in lieu of examination.

**Cortland.**—The Truxton school, under principalship of J. Ortho Lansing, has been granted a high school certificate by the Regents.

**Erie.**—Small-pox has been making trouble for the Buffalo schools, reducing the attendance considerably in some sections.—Supt. Emerson has addressed the following suggestive note to the principals in which he asks questions under six heads, of which the following relate to attendance: 1. From what grades do a large number of pupils leave your school to attend the parochial schools? From

which grade does the largest number leave for that purpose? 2. Do the majority of such pupils return, and, if so, to what grade? 3. From what grade below the ninth does the largest number of pupils leave school permanently, and what are some of the principal causes? 4. Do you observe that your teachers as a general thing, commence the daily arithmetic recitation with mental work, and, if so, are they employing the eye as well as the ear work? 5. Last year some typewritten suggestions were given to the teachers of the grades from the fifth, to the eighth, inclusive, concerning better tone and enunciation in reading, etc., work. Do you observe that these are being made use of, and if so, with what result? 6. Do teachers of the primary grades give due attention to exercises in phonics?

**Franklin.**—Prin. O. H. Burritt, of Malone, recently elected superintendent of the Institution for the Blind at Batavia, has been succeeded by L. F. Hodge, teacher of mathematics and sciences in the school.

**Genesee.**—The Corfu Union school building has been recently much improved. In keeping with Principal Clapp's ideas of cleanliness among his students, one notable improvement is the installation of water-works in the halls of the building. During the past four years, the Alpha Gamma Phi. literary society has proved itself an important supplement to the school routine. The society has a membership of 40. A \$100 stereoptican was recently placed at the disposal of the school by Mr. A. K. Maynard of Corfu.

**Madison.**—Oneida, which, by the way, is in Madison rather than Oneida County, where we placed it in our December issue, has voted for a new high school. The proposition was carried by a handsome majority. Supt. A. W. Skinner is to be congratulated.—Miss Nellie Carmen, a student at Cazenovia Seminary, was seriously burned recently by the explosion of a lamp. But for the presence of mind of her room-mate the result might have been more serious.—The Oneida *Disp'ch* issued a fine souvenir number recently in which it pays much attention to the local schools, and gives a detailed account of the life and work of Supt. Avery W. Skinner. Concerning him it says: "His work during the school system reorganization has earned high praise, and it is worthy of note that the Oneida schools were never in such splendid condition as at the present time, the High school alone now having the largest registration in its history, and the total registration now being 1,400 pupils."

**Monroe.**—The school board of Rochester cannot see their way clear to grant increased pay to the teachers of that city, owing to heavy expenses in repairing schools.—At a recent meeting of the teachers' Club of Rochester, the following officers were elected: President, Mrs. A. M. Nicholson; vice-presidents, Lizzie Redmond and May Connell; secretary, Minnie Bergh; treasurer, Emma J. Sullivan. After

the election of officers and a discussion of other matters relating to the organization, E. M. Sparlin, principal of No. 9 School, gave an illustrated lecture on "The Rocky Mountains."

**Oneida.**—The following figures from Dr. George Griffith's report of the condition of the Utica schools will interest superintendents and teachers of other cities: Regular teachers for the entire year, 227; whole number of teachers for any part of year, 242; kindergarten teachers, 24; number of pupils registered per teacher, 39; average daily attendance per teacher, 30; number promoted from primary to intermediate department, 836; average age of same, 9.94; number promoted from intermediate to advanced department, 552; average age of same, 12.79; number graduated ready for academy, 260; average age of same, 15; number graduated from academy, 55; average age of same, 18.92; number graduated from the training school, 14; average age of same, 22.75; cost for teaching, \$132,042.27; for all school expenses exclusive of new buildings, \$45,908.04; for new buildings, \$41,236.25; total expenditures, \$219,277.46; cost per pupil for teaching and supervision, based on total registry, \$14.61; same based on average daily attendance, \$19.19; cost per pupil for all school expenses, exclusive of new buildings, based on total registry, \$19.70; same, based on average daily attendance, \$25.87; estimated valuation of buildings and grounds, \$720,000; assessed valuation of the city, \$32,745.592. His report regarding school baths is worth considering. He says that two years ago in remodeling a school building two bath rooms were fitted up at a cost of \$400. Soap, towels, washcloths are provided. Continuing he says: "When the school was opened, September, 1900, the matter was presented to the pupils in the light of a special favor to their school, and the question was asked how many wished to use the bath rooms nearly every hand went up. The principal then granted applications by issuing a ticket to each child as he applied, which specified the time he should be allowed the use of the bath room. Fifteen minutes was allowed for each bath. When this ticket was presented to the janitor or, in the case of girls, to the woman assistant, the child was given a clean wash rag and bath towel and the bath room was prepared for use. Beginning at 7:30 a. m., and running to 5:30 p. m., the two rooms were thus kept in nearly constant use outside of school hours. Run in this way during the school year, there was something over 2,000 baths taken voluntarily by the children. We sent a few children from one or two other schools to this school to take baths. This year we are allowing children to use the bath room during school hours as well as before and after school. We are somewhat surprised and exceedingly pleased to have nearly or quite all of the children who do not have bath rooms at home, voluntarily using the school baths. The effect upon the school is too obvious to need description. There has not been a single objection met nor an undesirable effect noticed. The cost is

merely nominal. We are so well satisfied with the results that we are putting similar bath facilities into other buildings as they are being erected.

**Ontario.**—D. H. Maxfield of the Naples Board of Education has given \$16,000 to the library fund of the Naples High School in memory of his father, the late Hiram Maxfield, who was many years president of the board and who took a great interest in the school.—The teacher's association of the first commissioner district of Ontario county, comprising the towns of Farmington, Manchester, Phelps, Gorham, Hopewell, Seneca, Geneva and also Geneva city convened in the High school building at Clifton Springs, Saturday, December 7. Superintendent W. H. Truesdale of Geneva is president. The other officers are: C. H. Herrick, vice-president; Laura G. Smith, secretary, and W. H. Thatcher, treasurer. There were two sessions of the convention. Following is the program: "Primary Number Work, Class Exercise," Ella M. Donovan, Clifton Springs, with a discussion led by Nellie B. White of Phelps; "Elementary Drawing," Carrie E. Harmon, Geneva; "Civics," Principal C. H. Herrick, Manchester, with discussion led by Albert W. Mason, Geneva; "The Teaching of Ivanhoe," Alice L. Simpson, Geneva, with discussion led by Principal W. A. Ingalls of Phelps; "Reading," Principal Francis A. Ringar, Stanley; "Practical Advantages of the Study of Latin," E. J. Peck, LL.D., of Oaks Corners. Among the supplementary topics were, spelling, fire drills, mental arithmetic, new devices in methods and management.

**Orleans.**—Supt. T. H. Armstrong of the Medina schools is attracting the attention of the regents department as well as that of prominent educators throughout the State by his plan of correlation of the subjects of English, geography, nature study and history in the grades. It is claimed for his system that it not alone saved time in the regular course work, but strengthens the interest of pupils in classroom studies. Supt. Armstrong's article in our June issue on "Ways and Means," was practical and interesting enough to give us confidence in his new plan for relieving the drudgery of schoolroom work, and we commend his plan to the inquiries of teachers generally.

**Oswego.**—The meeting of the Teachers' Association convened in the High School, at Oswego, Saturday, December 14, 1901. The following is the program: Methods in History, F. H. Tullar; Discussion by W. S. Pritchard, Edna Godfrey, W. S. Gardner, etc.; Latitude and Longitude, Supt. B. G. Clapp; Elementary Science, Mr. Lindall; Discussed by F. D. Bradley, Marion Metcalf, E. W. Armstrong, etc.; School Management, Com'r T. O. Young; open discussion; Classics in the Grades, Mrs. Case; Discussion by S. R. Lockwood, Jennie Robson and Mertie Dann; Illustrated Geography (stereoptican, Supt. Bullis; Recitation,

## AMERICAN EDUCATION

**"On the Road to Mandalay,"** Marion Frances Downes; question box. The following are the officers: C. D. Hill, president; W. S. Gardner, vice-president; W. S. Prichard, secretary.—Prin. J. Schuyler Fox, A. B., and eleven teachers look after the interests of Phoenix's school population. A large training class is instructed.

**Queens.**—Christmas exercises at the Oyster Bay public school were made more interesting by the distribution of a Christmas box to each pupil, provided by Theodore Roosevelt, President of the United States. The President's picture was given a place of honor.

**Rensselaer.**—The weekly session of the members of the Troy Teachers' Training School was held recently in its room at the High School. Whittier Day was observed in an appropriate manner, and the excellent program which had been prepared by Miss De Witt, instructor of the class, was greatly appreciated. School Superintendent Willets gave a talk in which he related many experiences, suggesting the difficulties which are to be encountered in school work, and showed the necessity of being well prepared to meet these difficulties. He suggested that every teacher secure and read a copy of a manual of the schools in which she expects to teach, thereby becoming acquainted with the school system and removing much of the difficulty which accompanies the first day's work. He emphasized the fact that the teacher should prepare her work well and be a model to the pupil in every respect.

**Schenectady.**—The board of education of the city of Schenectady have awarded contracts for a new high school building, costing over \$80,000.

**Tioga.**—Prin. J. S. Kingsley of the Newark Valley school is offering the people of that place the advantages of a superior lecture course.—Prin. Julian Mills Round of Spencer was married December 21st, to Miss Edna M. Hart of Trumansburg.

**Tompkins.**—The Catholic parochial school at Ithaca, was partly destroyed by fire recently.

**Warren.**—Supt. E. W. Griffith of Glens Falls schools has made the following interesting report: Whole number of pupils registered for November: Last year, 1,450; this year, 1,545. Whole number days attendance for September, October and November: Last year, 70,236; this year, 76,705. Total number days school for September, October and November: Last year, 56; this year, 56. Average daily attendance for first three months: Last year, 1,254; this year, 1,368. Whole number days absence for first three months: Last year, 5,046; this year, 4,433. Average number belonging for first three months: Last year, 1,344; this year, 1,448. The work in English and American history, shown by the papers sent to the regents office, has been especially commended.

## GREATER NEW YORK.

The Teachers' Association, together with the Male Principals' Association have been considering the important subject of the curriculum of the city schools. The joint committee has come to the following conclusions: A strong sentiment against the compulsory teaching of foreign languages in the elementary schools. That reading as an expression is sacrificed too much to the demand for grammar. That a system of writing of some character should be maintained throughout the city. That the course in music be reduced by fifty per cent. The special method in arithmetic is recommended instead of the horizontal plan. This system would permit a child to gain an early working knowledge of the various essentials of the subject instead of but one or two principles. It is recommended that division be left until 2A grade. The committee regards temperance an unwise and burdensome teaching forced upon the curriculum by an arbitrary State law. It urges that the Teachers' Association and school authorities of the city initiate some movement looking toward a more rational use of the time that is now devoted to so-called 'temperance physiology.' This teaching is intended to give children an abhorrence of alcoholic drinks; but, by the unpedagogic methods it employs, it succeeds only in cultivating in children an abhorrence of the beautiful and useful science of physiology."

The Brooklyn Eagle is authority for the statement that Supt. W. H. Maxwell has been offered the principalship of the new School of Commerce. The position pays \$10,000 salary yearly and is for life.

**Manhattan.**—The corner stone of the high school of commerce was laid by Pres. Miles M. O'Brien of the board of education December 14. The day was cold and cheerless, but the ceremonies were attended by an earnest and interested audience. This is the first high school of commerce to be established in this country.—At a reception by the Woman's Advisory Committee of New York University, Dr. MacCracken announced that the honorary degree of master of letters had been conferred on each of the five women below named, for "eminent service to education in a woman's organization auxiliary to the university." Miss Emily Ogden Butler, first president of the Woman's Advisory Committee. Mrs. Mary Palmer Draper, president for nine years of the Woman's Advisory Committee. Mrs. Katharine Bacon Smith, secretary for eleven years of the Woman's Advisory Committee. Mrs. Martha Buell Munn, president of the Women's Legal Education Society. Miss Helen Miller Gould, third president of the Woman's Advisory Committee. Following these announcements, Miss Gould, as president of the advisory committee, took the chair, making a few remarks. City Superintendent Dr. William H. Maxwell, State Superintendent Charles R. Skinner and Dr. Jenny Byss Merrill, superintendent of kindergartens, also

snoke and were heard with acceptance. The Rev. Dr. George Alexander, pastor of the University Place Presbyterian Church, also addressed those present in a speech which was received with much favor. All of the addresses bore directly on the principle of pedagogic instruction and took notice of the announcement of the chancellor that after 1905 none should be admitted to the School of Pedagogy who was not a college graduate. Other speakers were Chancellor MacCracken and Dr. J. P. Gordy, senior professor of pedagogy, who resides at 151 Remsen street, Brooklyn.—The eighth regular meeting of the Teachers' Art Club was held recently in the Normal College. The meeting was very well attended, over one hundred being present. Dr. Haney presided. The programme of the meeting consisted of several numbers by the Glee Club under the leadership of Miss Caroline Cobb, and an address on "Indian Design and Its Symbolism," by Miss Estelle J. I. Rumboolt.—The formal opening of the new Horace Mann school was held recently. Bishop Potter was the chief speaker for the occasion. Spencer Trask, chairman of the Board of Trustees of the Teachers' College, presided, and among others on the platform were Professor Nicholas Murray Butler, the acting president of Columbia University; Daniel C. Gilman, LL.D., former president of Johns Hopkins University; Miss Grace H. Dodge, treasurer of the Teachers' College, James Speyer and Newbold Morris. Mr. Trask said the magnificent building was the result of the munificence of George W. Vanderbilt, who made the first contribution for the purchase of ground; of Mrs. Josiah Macy, who gave \$300,000 for the construction of the first building; of Joseph Milbank, who furnished the means for the construction of other buildings; of James Speyer, who gave \$100,000 for an experimental school, and of Mr. and Mrs. V. Everitt Macy, who in memory of their mothers gave \$500,000 to build the present structure.—The friends of Miss Louise W. Bell of public school No. 170 will regret to learn of her death.

**Brooklyn.**—The Brooklyn Principals' Association held its annual meeting recently. The following officers were elected: Frank B. Stevens, of P. S. 108 (re-elected) president; Charles O. Dewey, of P. S. 104 (re-elected), vice-president; Joseph V. Witherbee, of P. S. 106, treasurer, and Andrew I. Sherman, of P. S. 15, secretary. After the meeting a banquet was served, and Dr. Joseph H. Raymond delivered an interesting address on "Public Schools and Health."—Borough Superintendent John H. Walsh has made his report on the condition of the Brooklyn public schools on the last day of November. This shows that the number of pupils on register in the 138 schools on that date was 163,247, a falling off of 852 from October 31; that 1,876 new pupils were admitted, 2,532 transfers made, and that the whole number of discharges for all causes was 5,260. There were 137,946 pupils in whole day classes and 25,301 in part time classes. The average daily attendance was 148,570 and

an aggregate number of days of attendance during the eighteen school days of 2,674,253. There are 160,856 regular sittings, with 3,597 class rooms and 3,596 class teachers, and the average number of pupils to a class was 45. The number of pupils over 6 years of age on the waiting list was 182. The whole number of the supervising and teaching force was 4,108. There are at the present time about 75 boys in the Truant School.—Associate Superintendent James J. McCabe addressed the Department of Mathematics of the Brooklyn Institute, speaking in the large lecture room, No. 502 Fulton Street, on "The Teaching of Arithmetic and Algebra Together." He had an attentive audience and made considerable use of blackboard illustration.—James J. McCabe is a new name in the list of associate superintendents for the Borough of Brooklyn, though not new in the educational system of Greater New York.—Some two hundred school associates of Associate Superintendent J. J. McCabe honored him with a dinner at the Lincoln Club recently.

**Queens.**—The death of Edward F. Fagan, associate superintendent of the Borough of Queens, occurred early in December. He had held many positions of importance in the different departments of school work in Greater New York. The vacancy caused by his death has been filled by the election of C. E. Franklin, of Albany, principal of the Albany Training School for Teachers and editor of *AMERICAN EDUCATION*. He has had long experience in the schools of Albany, and especial education and training in the profession.

### AMONG THE COLLEGES

#### CORNELL UNIVERSITY.

Dr. Guy Montrose Whipple has been appointed lecturer in the educational department of Cornell University. This appointment has been made to meet the increasingly evident need of an expert application of modern psychological theory to the problems of education. Dr. Whipple graduated from Brown University in 1897, was assistant and scholar in psychology at Clark University during 1897-8, and has since been connected with the psychological department of Cornell University, where he received the doctor's degree in 1900, being elected a member of the society of Sigma Xi the same year. He has published numerous contributions to experimental psychology.

The experiment of a summer session under the direct management of the university authorities has proved a decided success at Cornell. In the first place the growing attendance for three years has shown that there is a real demand among teachers for genuine summer work of university grade. In the second place the ablest professors have shown an increasing willingness to forego a part of their vacation to do this work. The same tendencies are seen at other universities, as at Columbia, Chicago and California. According to the Cornell announcement for 1902, some fifty instructors offer over ninety courses, which

cover a wide range of subjects. A number of professors have been called from other universities. Among them we note the names of Professors Brigham, of Colgate; Howard, late of Leland Stanford, Jr.; Hale, of Union; and Klenze, of Chicago.

The department of education at Cornell has issued its second bulletin on high school work and administration. It consists of theses and bibliographies for a course of Friday lectures, given by prominent New York schoolmen and by professors in Cornell university. It is mailed free on request.

#### VASSAR COLLEGE

Professor Leach delivered an address before the college club, Springfield, Mass., on "A Visit to Thessaly and its Monasteries," November 22d.

Professor Mills has been re-elected president of the board of managers of the Hudson House of Refuge for Women. He has also been appointed chairman of the committee on the treatment of the criminals of the State Conference of Charities and Corrections.

Dr. Buck has an article in the Educational Review for November on "Recent Tendencies of English Composition."

Dr. Lyman Abbott conducted the Sunday morning services at the college during the month of November.

Professor Salmon attended the meeting of the American Historical Association at Washington, and read a paper on "An American School of History at Rome."

The "New England Building" with its laboratories and lecture rooms for the departments of biology, physiology and geology, will be formally opened on January 8th by a reception with the New England Club as hostesses.

The "Eliza Davison Hall," the gift of Mr. John D. Rockefeller, will be ready for occupancy the first of February.

#### BROCKPORT NORMAL

The dedication of the new training school building of the Brockport Normal School occurred January 3d. The new building is a grand stone structure, costing in the vicinity of \$100,000. Situated on the ground floor are the large, spacious class rooms which will be used as the primary and intermediate departments. On the second floor is found the large assembly hall. The building is one of the finest of its kind in the state.

Among those giving addresses were, State Superintendent Charles R. Skinner and ex-principal Dr. David Eugene Smith.

The administration of principal Charles T. McFarlane opens very auspiciously, and it seems that Brockport has a splendid future as well as an honorable record in the past.

#### Aboard for Chicago!

We call especial attention to the notice of the Lake Shore and Michigan Southern Railway, in another column. This railway furnishes unexcelled service, and should receive a patronage from those attending the meeting of the department of superintendence of the N. E. A. at Chicago.

#### ASSOCIATED ACADEMIC PRINCIPALS.

The seventeenth holiday conference of the Associated Academic Principals of New York State was held at Syracuse, N. Y., December 26-28th. The program arranged was largely carried out, and the meeting was a successful one.

#### PROGRAM.

##### THURSDAY

8:30 p. m. Annual address before the Associated Academic Principals. "The Element of Inspiration in the work of the schools," President Andrew S. Draper, University of Illinois.

##### FRIDAY

9:15 a. m. "To what extent is it possible and profitable to meet the regents' requirements for individual laboratory work in physics?" Irving L. Bishop, Buffalo Normal School; Prin. Robert K. Toaz, Oxford Academy; Prin. J. S. Kingsley, Newark Valley High School; Prin. H. N. Tolman, Clyde High School; William M. Bennett, Rochester High School.

10:20 a. m. The educational exhibit at the St. Louis Exposition of 1903, Director Howard J. Rogers, Department Education, St. Louis Exposition.

10:30 a. m. Some duties and responsibilities of a high school principal, Pres. Rush Rhees, University of Rochester; Prin. Walter S. Knowlson, Saratoga Springs High School; Prin. Augustus S. Downing, New York Training School for Teachers.

11:10 a. m. School surroundings: hygienic, aesthetic, Inspector E. W. Lyttle, U. S. N. Y., Albany; Supt. A. W. Abrams, Ilion public schools; Prin. J. R. Fairgrieve, Walton High School; Prin. J. S. Wright, Falconer Union School; Prin. O. W. Wood, Olean High School; Rev. J. H. Conroy, St. Mary's Academy, Ogdensburg.

2:15 p. m. Is the finished product of the high school efficient, upright and courteous; if not, why not? William Nottingham, Esq., Syracuse; Prin. M. I. Hunt, Islip High School; Prin. O. H. Burritt, Franklin Academy, Malone; Inspector John C. Bliss, Department Public Instruction; Pres. H. W. Hutchinson, Genesee Wesleyan Seminary, Lima.

3:15 p. m. What of chemistry shall be taught in the high school and how shall it be most effectively taught? Prof. L. M. Dennis, Cornell University; E. R. Whitney, Binghamton High School; Henry H. Denham, Central High School, Buffalo.

4:15 p. m. High school athletics: value? control? Prin. M. J. Fletcher, Jamestown High School; Prin. Schuyler F. Herron, Canajoharie High School; Supt. A. W. Skinner, Oneida public schools; Prin. J. Edward Banta, Binghamton High School; Prin. Albert H. Wilcox, Rochester High School.

8:00 p. m. Union meeting for high school and grammar school principals. Topic: "How can there be brought about a more effective articulation of the work and influence of the high school and the grammar school?" Prin.

Arthur Marvin, Schenectady High School; Prin. George W. Kennedy, Grammar school No. 5, Troy; F. R. Parker, Cortland Normal School; Prin. Bruce M. Watson, Seymour Grammar School, Syracuse; Supt. C. B. Gilbert, Rochester public schools.

The following officers were chosen for the ensuing year: President, James Winne, Poughkeepsie; vice-president, F. S. Fosdick, Buffalo; secretary, S. D. Arms, Palmyra; treasurer, E. E. Smith, Cambridge.

### GRAMMAR SCHOOL PRINCIPALS.

The ninth annual session of the New York Council of Grammar School Principals was held in the city hall at Syracuse from December 26th to 28th inclusive. President E. A. Fry and his worthy assistants were out earlier than usual with their program, and the program shows careful preparation and was carried out quite fully as it appears below:

#### THURSDAY

1:50 p. m. Discussion: "The Modern Curriculum," (a) Does it tend to be superficial? (b) Did the older course, with its fewer branches train to greater vigor of the mind?" Prin. Adolph Duschar, Buffalo, negative; followed by Prin. William A. Mackey, Buffalo, and others.

2:40 p. m. Prin. C. E. Lawton, Auburn, of Outlook Committee, "The Outlook."

2:30 p. m. Discussion: "What should be done for the child in the grammar schools in science, and in nature study?" Prin. C. B. Horton, Binghamton, science; Prin. John D. Wilson, Syracuse, nature study.

3:40 p. m. Discussion: "Is the position now being taken by some educators, that number in the primary grades is of little importance, a sound one?" 1st—Give direct cogent reasons, or results of observation and actual experience; 2nd—if the position be not a sound one, shall the work be more largely abstract or concrete? Prin. T. S. O'Brien, Albany, affirmative; followed by Prin. John L. Ryan, Waterford, and others.

4:30 p. m. Prin. H. C. De Groat, Buffalo, of Lookout Committee, "The tendency toward the practical."

4:40 p. m. Report of Prin. Charles E. White, Syracuse, on "Vacation play grounds."

8:00 p. m. At the City Hall. Lecture, "Adolescence," by Prof. J. R. Street, A. M., Ph. D., of Syracuse University.

#### FRIDAY

9:50 a. m. Paper: "How much and in what respect does success in arithmetic depend upon the ability of the pupil to read well?" Prin. Miss L. E. Feeney, New Rochelle; and "How much, etc., in grammar and geography?" Discussed by Prin. Miss Mary W. Flanagan, Syracuse, followed by others.

10:50 a. m. Prin. R. A. Taylor, Niagara Falls, of Lookout Committee, "Daily preparation of teachers."

11:00 a. m. Discussion: "Departmental work in the grades: (a) Its benefits; (b) Its defects; (c) Is it capable of general adoption?" Prin. Howard Conant, Elmira. Discussed by Prin. S. C. Pierce, Rochester.

2:00 p. m. Discussion: "Unresponsiveness in pupils: (a) Causes; (b) Remedies." Prin. G. Newton White, Syracuse, followed by Prin. D. E. Batcheller, Buffalo.

2:50 p. m. Prin. W. H. Benedict, Elmira, Lookout Committee, "Some phases of individualism in modern education work."

3:00 p. m. Paper: "The casual relation of teaching geography vs. the place idea." Prin. Miss Susan A. Tompson, Elmira. Discussed by Miss Mabel B. Pierson, Rochester Normal Training School.

3:50 p. m. "Music in the grammar schools." Illustrated by Miss Marie Hofer, Supervisor of Music, Rochester.

4:15 p. m. Prin. F. C. Clifton, Troy, Lookout Committee, "Dispensing with final examinations; irregular promotions and supervision."

4:25 p. m. Discussion: "How elaborately shall we teach composition in the grammar grades? (a) Along what lines? (b) How much time devoted to it? (c) What is its value? (d) What other studies may be somewhat neglected?" Prin. J. L. Bothwell, Albany. (e) "How remedy the fact that the majority of pupils leave school with little power of expression?" Prin. G. H. Walden, Rochester.

8:00 p. m. Union meeting for high school and grammar school principals. Topic: "How can there be brought about a more effective articulation of the work and influence of the high school and the grammar school?" Prin. Arthur Marvin, Schenectady High School; Prin. George W. Kennedy, Grammar School No. 5, Troy; F. R. Parker, Cortland Normal School; Prin. Bruce M. Watson, Seymour Grammar School, Syracuse; Supt. C. B. Gilbert, Rochester public schools.

#### SATURDAY

9:45 a. m. Discussion: "What does manual training mean to the boy?" Director W. S. Baden, Buffalo.

10:00 a. m. Discussion: "What is or should be the relation, or proportion, in strictly grammar grades (6th to 8th years), between study simply to acquire facts, and study to form judgments and use facts?" Second, "How may the latter be most effectually accomplished?" Prin. James E. Glavin, Albany, followed by Prin. W. A. Torrence, Jamestown, and others.

The election of officers resulted as follows: Orson Warren of Elmira, president; S. C. Pierce of Rochester, first vice-president; Miss Catherine Dunn of Syracuse, recording secretary; C. R. Drum of Syracuse, corresponding secretary; H. L. Fowler of Binghamton, treasurer; C. P. Alvord of Buffalo, G. H. Benjamin of Albany, C. E. Lawton of Auburn, and G. H. Walden of Rochester, executive committee.

## TRAINING TEACHERS' CONFERENCE

The conference of teachers of training schools and training classes was well attended and the program was carried out with enthusiasm. Nearly all set down for talks or discussions were present. The program in full was as follows: Psychology: (a) The Munsterberg dictum—the benefit of psychology to the teacher; (b) how is psychology best presented to training classes? Discussed by Dr. A. C. Hill, State Training Class Inspector; Dr. Emily T. Conant, Normal college, New York city; Miss Lillian O. Sprague, Alfred Training class; Miss Ella Williams, Lockport Training school; Miss Helen B. O'Neil, Canisteo Training class; Miss Jennie Housley, Oneida Training class. Methods in number and arithmetic: (a) Intrinsic and economic values of the Pestalozzian-Grube as compared with the McClellan and Dewey number methods; (b) relative and economic values of current methods in arithmetic. Discussed by Principal George K. Hawkins, Plattsburgh Normal school; Principal George A. Lewis, Syracuse Training school; Miss Katherine Hurlburt, Buffalo Training school; Principal W. D. Johnson, Cooperstown Training class; Irving P. Smith, State Institute Conductor; Miss Ada Van Stone Harris, primary and kindergarten supervisor, Rochester. Our teaching supply: Its merits and deficiencies. Discussed by Superintendent Chas. B. Gilbert, Rochester; Superintendent Thomas R. Kneil, Saratoga Springs; President E. F. McDonald, State Association District Commissioners; Willis D. Graves, State Training Class Inspector; Miss Myra L. Ingalsbee, Commissioner, Hartford. Observation and practice work: How made most profitable. Discussed by Miss Edith A. Scott, Rochester Training school; Miss Mary M. Conway, Springville Training class; Principal E. L. Hulett, Brushtown Training class; Miss Evelyn Feek, Bath Training class; Miss Julia E. Young, Arcade Training class. The physical well being of training classes: Physical entrance examinations, physical culture, relaxation, etc. Discussed by John C. Bliss, State Training Class Inspector; Principal Richard A. Searing, Rochester Training school; Principal W. W. Miller, Friendship Training class; Miss Helen Alling Davis, Rochester Training school; Miss Rose E. Gibbons, Sandy Hill Training class. Nature study: Its aim, matter and method. Discussed by Mrs. Mary Rogers Miller, Cornell university; Miss Esther E. Satterlee, Elmira Training school; Miss Harriet E. Van Buren Albany Training school; Miss E. M. Walrath Watertown Training class; Miss Charlotte L. Mauson, Whitney's Point Training class. The following officers were elected: Richard A. Searing of the Rochester Training school was elected president to succeed C. E. Franklin, principal of the Albany Training school. Miss Lillian O. Sprague of the Alfred Training class was elected vice-president to succeed Miss Charlotte L. Mauson of the teachers' training classes at Whitney Point. George A. Lewis of the Syracuse High School was re-elected secretary and treasurer.

## IN THE STATE SUPERINTENDENT'S OFFICE

State Superintendent of Public Instruction, Charles R. Skinner, has issued college graduate certificates, good for life, to the following: Alonzo Norton Henshaw, Plattsburg, N. Y., Hobart College, 1882; Andrew J. Mac Elroy, Windsor, N. Y., Cornell University, 1898; Louis H. Miller, Rochester, N. Y., University of Rochester, 1880; James Wells Reed, Wayland, N. Y., Williams College, 1896; Julia May Davis, Elmira, N. Y., Elmira College, 1898; Mary West Riggs, East Aurora, Elmira College, 1897; Fred Jennerich Bohlmann, Valley Wesleyan University, 1897; John Rouse Gillett, Kingston, St. Lawrence University, 1898; Clayton Gaston Mabey, Morrisville, Colgate University, 1898; Lilian Beatrice Lewis, Auburn, Syracuse University, 1898; Mary Gertrude Young, Ovid, Cornell University, 1898; Cary Miller Jones, Watertown, Hamilton College, 1898; Edwin Merritt Sanford, Argyle, Syracuse University, 1898; Malcomb G. Thomas, Schaghticoke, Union, 1898.

The state department has issued a tabulated statement showing essential facts relating to the organization of the school systems of the cities of the state: It tells the official title of the Board of Education, number of members, how chosen, date of election, how superintendents are chosen, term of office, salary, by whom local certificates are signed, about examination requirements and concerning whether or not free text books are in use.

Superintendent of Public Instruction, Charles R. Skinner, has completed his statistical tables for the school year ending July 31, 1901. The total number of school districts in the towns is 10,741, a decrease from last year of 50, thus showing that the work of dissolving small, weak districts is steadily progressing. The value of school property in the state is estimated at \$16,916,638 for the towns and \$70,375,726 for the cities, making a total for the state of \$87,292,414, an increase of \$5,523,919 over last year's figures.

In the entire state there were 1,621,087 children of school age, of which 1,242,416 attended the public schools, with an average daily attendance of 873,157. The number attending private schools, added to the number registered in the public schools, gives a total registration of 1,420,444 out of a school population of 1,621,087.

The total amount paid for teachers' salaries in the towns was \$5,183,630; in the cities, \$16,320,989, making a total for the state of \$21,509,619, an increase in the towns of \$131,545, and in the cities of \$2,154,181. Of this increase \$2,066,085 is accounted for in Greater New York alone.

The total cost of maintaining the public schools of the state during the last year was \$7,678,120 in the towns and \$28,717,148 in the cities, an increase in the towns of \$154,221, and in the cities of \$2,819,556. Of this amount, \$22,845,358 was expended by the city of New York alone. The average cost per pupil for maintaining the schools during the past year,

based on an average daily attendance, was, for the towns, \$25.82; for the cities, \$49.88; an average for the state of \$41.68.

The state inspectors, under the Compulsory Education Law, have made during the last year 1,493 visits. The number of cases of truancy or irregularity investigated by local officers was approximately 190,000. The number of children committed to truant schools was 11,601.

## UNIVERSITY OF THE STATE OF NEW YORK

### *Authorized announcements*

At a meeting of the Regents, held in their office at the Capitol, December 19, Chancellor Upson presided. There were also present Regents Martin I. Townsend, Charles E. Fitch, Whitelaw Reid, William Watson, Henry E. Turner, St. Clair McKelway, Daniel Beach, Carroll E. Smith, Pliny T. Sexton, Lewis A. Stimson, Albert Vander Veer, Charles R. Skinner, John T. McDonough, Thomas A. Hendrick, Robert C. Pruyn.

Charters were granted as follows: Permanent charters to St. Bridget's academic school and St. Joseph's collegiate institute, Buffalo; limited charters to Brooklyn law school; Fox training school, Oneonta; Soules' hospital training school for nurses, Westfield; Utica homoeopathic training school for nurses.

Certificates of admission were granted to the academic departments of union schools at Appalachin, Buchanan, Dannemora, Fillmore, Freedom, Holland, Kinderhook, Lyons Falls, Manchester, Meridian, New Woodstock, Plainville, Richmondville, Round Lake, Sodus, South Dayton, Spencertown, Wappingers Falls.

Permanent library charters were granted to Chazy public library, Skene library at Griffins Corners and Tuxedo Park library; a permanent charter in place of its provisional charter to the Ballston Spa public library; provisional library charters to Bay Shore free library, Chautauqua free library, Cherry Valley library, Chester free library, High Bridge free library, Keene Center free library, Millbrook free library, Nineveh public library, Palmyra King's Daughter's free library, Phoenicia free library.

On unanimous request of the respective governing boards, the academic department of Clifton Springs union school was authorized to use the name Clifton Springs high school; the name of St. Francis Xavier's academic school, Brooklyn, was changed to St. Francis Xavier's academy, and the name of Starkey seminary, Eddytown, was changed to Palmer institute-Starkey seminary.

Permission was given to Clinton Liberal institute to remove from Fort Plain to Canton to carry on its work in conjunction with St. Lawrence university.

Leases by the Lansingburgh academy and Round Lake summer institute to boards of education were approved. The grade of the academic department of the Pocantico Hills union school having fallen below university requirements, it was ordered dropped from the university roll.

Financial summaries from the report of the secretary were considered and the recommendation of the executive committee concerning the

appropriation bill for 1902, made at its meeting at 10 A. m., December 9, 1901, were adopted as follows:

*Financial summaries.* The committee submitted with its approval the following summaries for the past fiscal year, showing a decrease in cost of maintenance in university departments of \$8,470.98 as compared with an increase for the preceding year, excluding payments from fees, of \$22,605.02 or with an average annual increase for five years (1896-1900), excluding payments from fees, of \$23,154.84.

Administrative, college and high school departments, notwithstanding a greatly increased value of work, show a net decrease in expenditure of \$15,224.31.

In state library and home education there was a net increase in expenditures of \$6,034.58; in state museum a net increase of \$3,112.98.

Grants to secondary schools show an increase of \$43,235.47, grants to libraries a decrease of \$8,470.92, or a net increase in grants to schools and libraries of \$34,774.56, as compared with a net increase of \$43,870.22 for year ending September 30, 1900.

The net increase in expenditures, including grants to schools and libraries, is \$26,169.34, as compared with \$70,804.48 for the preceding year, or with an average annual increase for five years (1896-1900) of \$54,646.29.

The amended Horton law (laws 1901, ch. 498) calls for an increase of \$36,270 over the amount appropriated last year for grants to secondary schools. This we are able to reduce to \$30,727.90 through an accumulated balance in this account. In 1901 the corresponding increase of \$33,363 was met from an accumulated balance in academic fund.

For maintenance the proposed items are \$4,495.77 less than was asked last year, and \$5,044.23 more than was appropriated. Were the legislature to appropriate the additional \$4,495.77 asked last year, \$1,500 should be expended on necessary repairs to the library elevator and \$2,995.77 should be added to the amount asked for grants to public libraries, now the same as last year.

The total increase, including maintenance and grants to schools and libraries, is \$957.87 less than the increase demanded by the amended Horton law only (laws 1901, ch. 498).

*College department.* Dr. Everitt Hasbrouck, of Brooklyn, was appointed medical examiner in place of Dr. Asa S. Couch, of Fredonia, resigned.

Dr. F. O'Dea, of Saugerties, was appointed veterinary examiner in place of Dr. John A. Bell, resigned.

*Home education.* It was voted that October 1, 1902, the tuition fees in the library school for residents of the state of New York be advanced to \$75 for the junior and \$25 for the senior year; for non-residents, to \$100 for the junior and \$50 for the senior year.

In order that the meeting of the Regents may not conflict with the convocation exercises, and in order to afford members of the State teachers' association opportunity to attend convocation,

*Voted.* That a Regents meeting be held Wednesday morning, July 2, and that the formal convocation exercises close with the convocation address Tuesday evening, July 1.

## AMERICAN EDUCATION

After careful consideration the Regents ordinances and by-laws, revised in accordance with the vote of December 20, 1900, were adopted.

The standing committees for 1902 were announced as follows:

Finance—Regents Beach, T. Guilford Smith, Governor, Lieutenant-Governor, Regents Lord, Pruy.

Charter—Vice-Chanc. Doane, Regents Townsend, Turner, Secretary of State.

College—Regents Watson, Fitch, C. E. Smith, Stimson, Hendrick.

High school—Regent Reid, Secretary of State, Regents Depew, McKelway, Vander Veer, Superintendent of Public Instruction.

Home education—Regents Sexton, Fitch, Reid, C. E. Smith, T. Guilford Smith.

Library—Regents McKelway, Sexton, Vice-Chanc. Doane, Regents Vander Veer, Lord Hendrick.

Museum—Regents T. Guilford Smith, C. E. Smith, Superintendent of Public Instruction.

The executive committee for 1902 is Chancellor Upson, Vice-Chancellor Doane, Regents Beach, Watson, Reid, Sexton, McKelway, T. Guilford Smith, Vander Veer.

On motion of Regent Carroll E. Smith, seconded by Regent Fitch, the following minute concerning the late Regent Warren was unanimously adopted by a rising vote:

The board of regents places upon its records this minute of appreciation for the services of the late Regent Orris Hubert Warren, D. D., during his twenty-four years' membership, and its tribute to his high personal character and eminent public service. Dr. Warren rounded out a career of large usefulness in the ministry, in the journalistic profession and in educational affairs. He was pre-eminently an earnest, conscientious and public-spirited citizen, and by his voice and pen measurably promoted practical reforms in various public relations and in behalf of both the higher and popular education. He was attentive to the duties of this board, took an active part in the discussion and action upon all questions, and his views and votes were uniformly in harmony with the requirements of the concerns under consideration. He was an able and powerful writer in the press upon religious subjects and thereby exercised a wholesome influence upon his church and the general public. His personal qualities were admirable and drew to him warm friends and associates. Our relations with Dr. Warren always were most cordial and sympathetic and bound him to us with strong ties of respect and esteem. His death is sincerely mourned by us, as the irreparable loss of a beloved friend, sagacious associate and wise counselor. The high standard he set for his practical life work is commended as worthy of approval and emulation.

Orris Hubert Warren was born January 3, 1833, at Stockbridge, Madison Co., N. Y. His family has been prominent since the days of the Revolution, and includes among its illustrious members Gen. Joseph Warren, who fell at Bunker Hill. His education was begun in the public schools of Stockbridge, continued at Cazenovia seminary, and completed at Oberlin college. The president of Oberlin at that time was Rev. Charles G. Finney, an evangelist of great power; and there

young Warren's determination to devote himself to the service of religion was evidently matured. After four years given to teaching and business, he entered the ministry of the Methodist Episcopal church, in which he labored from 1862 to 1873, when he became assistant editor of the *Northern Christian Advocate*, one of the most influential organs of his denomination. On the death of the editor, the following year, Mr. Warren succeeded to the place of editorial control, which he held uninterruptedly till 1892, when, mainly because of the failing health of his wife, he declined the quadrennial re-election at the hands of the general conference. He did not again engage in preaching or church journalism, but maintained an unabated interest in the higher educational affairs of the state.

Under Dr. Warren's direction the *Northern Christian Advocate* not only was a powerful vehicle of opinion and moral influence, but was distinguished by high literary excellence and by the extended range of its sympathies. Its educational work was distinctive, reflecting its editor's interest in the entire field of education. He was one of the foremost advocates of the removal of Genesee college from Lima and its establishment as a university in Syracuse, and was surpassed by few in active devotion to the welfare of the university during the early period of its development. In 1878 he received from that institution the degree of D. D.

In 1877 Orris H. Warren was elected a regent of the University of the State of New York. To this office he brought a singularly logical mind, calm judgment and large appreciation of the intellectual and moral interests of the state. He was progressive in his opinions, judicious and forceful in his advocacy of ideas and measures. At the convocation of 1901 the opening prayer was made by him. This was the last occasion on which he was permitted to attend the meetings of the board, in which he had rarely failed to take part.

As a preacher and public speaker, Dr. Warren was convincing and interesting. He disdained mere declamation and rhetorical effects. It was, however, as a journalist that he especially excelled; and in this department searching thought, wise deliberation and finished expression were his distinguishing characteristics. Among the writers of the Methodist Episcopal church during the last quarter of the last century it is doubtful if he had a superior; certainly he had none in mental grasp and consistency. Argument, not persuasion, logic, not rhetoric, were the natural instruments of his mind, as courage and inflexibility, not compromise and conciliation, were the dominant notes of his character. His journalistic integrity was as little questioned as was his controversial talent by those who had measured weapons with him. But vindictiveness was no part of his nature. He never pursued a polemic advantage for its own sake. Truth was dearer to him than any personal triumph. He understood the possibilities and limitations of religious journalism, and did much to promote its development.

In private and social relations, Dr. Warren was distinguished by personal dignity, which did not, however, overshadow the genuineness of his feelings, the loyalty of his friendships and the chivalrous virtues of his daily life.

*Changes in Staff.*—Miss M. F. Boynton has re-

signed her position as assistant to the state entomologist and will make her home in Washington. Mr. D. B. Youn, Ilion, N. Y., has been appointed assistant to the state entomologist at a salary of \$720 per year.

In this connection it is interesting to note that during the fiscal year ending September 30, 1901, there were 40 resignations from the staff of the university (about three times the usual number) half of which were due to the fact that higher salaries were commanded and are now received elsewhere. Seven are now teaching, one is a superintendent of schools at Manila, three entered the Congressional library, two entered other libraries, four were transferred to other state departments, one is practicing medicine, two are practicing law, one is editing a college fraternity publication, one is private secretary to a college professor, one is in business, three are attending college, five were married, two died and seven abandoned work either owing to ill health or other cause.

*Grants for Secondary Schools.*—In the New York Tribune of Thursday, January 2, Mr. Allds, Chairman of the Assembly Committee on Ways and Means, is quoted as saying that "under the operations of the Horton law it is necessary that upward of \$50,000 more than was provided last year should be furnished to the regents for distribution to schools of academic grade." The amended Horton law (laws 1901, chap. 498) calls for an increase of \$36,270 only over the amount appropriated last year for grants to secondary schools. This the regents are able to reduce to \$30,727.90 through an accumulated balance in this account. In 1901 the corresponding increase of \$33,363 was met from an accumulated balance.

#### PROBABLE SCHOOL LEGISLATION

In his annual message to the legislature, Governor Benjamin B. O'Dell, Jr., does not forget that injustice in the matter of the state's appropriation for schools is being done the rural school districts. His recommendations are along the line of measures advocated by the State Association of School Commissioners. He has the following to say:

"It is a well-known fact that the drift of population cityward has resulted in an increase to the cities for their proportion of the free school fund, and a corresponding decrease in that apportioned to the rural schools. The present distribution of this fund is therefore in an inverse proportion or relation to the actual needs of the state. I would suggest that the basis of apportionment be changed so that the monies be distributed upon some basis recognizing the ability of the localities to maintain their own schools, or that portion of the free school fund be set apart, and that the Superintendent of Public Instruction be clothed with authority to distribute it to the weaker districts of the state, having in view their local assessments and consequent ability to maintain their own school system."

Speaker of the Assembly, S. Fred Nixon, who is in very close touch with rural school conditions, has the following to say in his opening speech before the body over which he presides:

"Notwithstanding the growth of our state in population and wealth, the annual appropriation for the support of the common schools has not been increased since 1890. That year it was raised a quarter of a million dollars, making \$3,500,000, and that amount has continued to be our annual appropriation for common schools ever since. During the 11 years that have elapsed since any increase in such annual appropriation has been made, the cities and large villages of the state have grown much more rapidly than the country, so their proportion of the public money has increased until the amount received by a rural district now is less than it was 20 years ago, when the state appropriation was three-fourths of a million less. This money is distributed by first giving \$100 for every teacher employed. The high schools that are now found in every city and large town require a larger number of teachers than ever before. The country school must have one teacher, although the attendance of pupils may have diminished, as is generally the case. The result is less and less state money going to the smaller districts, while teachers' salaries have constantly advanced. Thus the burden upon the rural taxpayers increases every year, until many a farmer is paying a school tax that amounts to more than all his other taxes combined. It seems to me that the growth of the state demands a substantial increase in the common school appropriation, and the changed conditions as to the relative number of teachers employed give an added claim in behalf of the weaker districts.

During the past twenty years, while our annual appropriation for common schools has been increased from \$2,750,000 to \$3,500,000, our total annual state and local expenditures for all the schools has increased from \$10,000,000 to \$33,000,000. The annual aggregate has nearly doubled in the last ten years. Evidently there is more and more being spent upon the higher grades of education, and the common schools, the basis of the whole system, are not receiving their share of the increase.

We all believe in economy, but we would not mar the glorious record of New York state by diminishing state aid to common schools. Our state has the proud record of being the first of all the states to make an appropriation to support common schools for the education of all the people. Appropriations for this purpose should increase with the growth of the state, with especial aid to the interior districts, where expenses have increased, population has diminished, and the higher school tax falls upon those who toil hard for a limited income. They 'build school houses and raise men' in those districts, and their patriotism and zeal for education never fail."

It looks very much as though legislation to

aid the rural schools would be a feature of this session.

This seems to be an administration idea, to assist in the furtherance of which Assemblyman Fowler of Chautauqua has introduced a bill amending the consolidated school law to provide for a new distribution of the free school fund so that the superintendent of public instruction shall make the distributive portion of each school district quota \$150 instead of \$100; and for additional qualified teachers, an additional \$100. If passed, this measure will aid the overburdened district schools very materially.

Every district in the rural section of the state raised for the maintenance of its schools last year over five mills on the dollar, being a tax of over \$5 upon each \$1,000 of assessed valuation. And in a great number of the school districts whose assessed valuation was \$40,000 or under the tax was between one and two mills on the dollar, or between \$10 and \$20 upon each \$1,000 of assessed valuation. In the cities of the State the total amount raised for the maintenance of common schools including the expense of new construction was, in New York city 4 9.10 mills or \$4.90 upon each \$1,000 of assessed valuation. In Buffalo it was \$4.10. In Rochester \$4.80, and in Syracuse \$3.90 per \$1,000 of assessed valuation.

#### NEW YORK STATE

#### UNIFORM EXAMINATIONS

HELD

Thursday and Friday, Nov. 14 and 15,

1911

(Continued from last month.)

*Each of the following questions has 10 credits assigned to it unless otherwise specified.*

#### READING

##### Questions

*Each of the following questions has 16½ credits assigned to it.*

The snow had begun in the gloaming,  
And busily all the night,  
Had been heaping field and highway  
With a silence deep and white.

Every pine and fir and hemlock  
Wore ermine too dear for an earl,  
And the poorest twig on the elm-tree  
Was ridged inch deep with pearl.

From sheds new-roofed with Carrara  
Came chanticleer's muffled crow,  
The stiff rails softened to swan's-down,  
And still fluttered down the snow.

—Lowell

1. a) At what time of the day did the storm begin? b) At what time did the poet see the picture of which he writes?
2. What is meant by the expressions a) "silence deep and white," b) "muffled crow"?
3. Indicate the emphatic words and rhetorical pauses in the following:  
"And the poorest twig on the elm-tree  
Was ridged inch deep with pearl."
4. Of what modulations is the voice capable?

5. Give a) examples to show that a change of accent may produce a change of meaning, and b) define each example given.
6. What thought is emphasized by the second stanza?

#### Answers

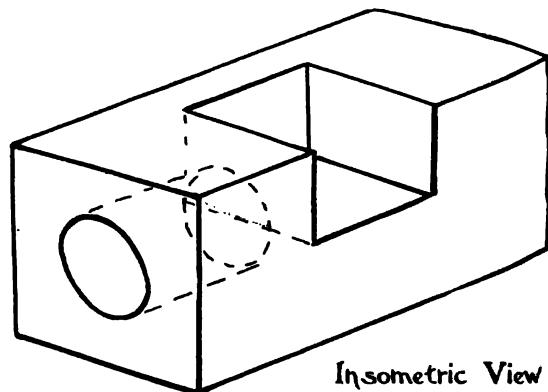
1. a) Just at night; b) in the morning.
2. a) It expresses the depth of snow and the manner of its falling. b) It shows that the snow also muffled, or deadened, all sound.
3. "And the poorest twig on the elm-tree |  
Is ridged inch deep | with pearl."
4. By pitch, quantity and quality or tone.
5. Subject—that of which anything is affirmed—a noun. Subject—to bring under control—a verb.
6. Nature's gifts are priceless and she bestows them without favor.

#### DRAWING.

##### Questions.

NOTE. Use compasses for drawing circles. Take measurements from ruler. THE MEASURE OF ALL WORK SHALL BE AT LEAST ONE INCH.

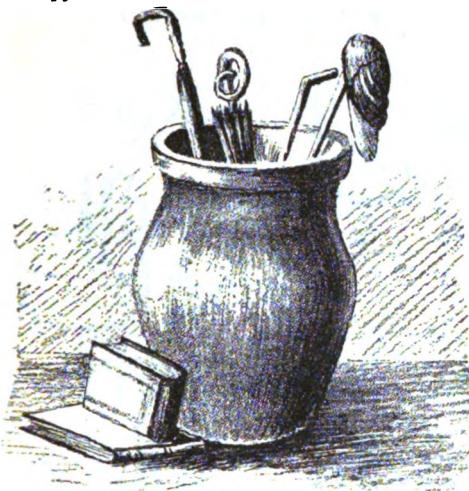
1. a) Name the color complementary to yellow.  
b) A ribbon having an orange ground, bearing stripes of a tint of orange, would illustrate what color harmony?
2. Describe a circle with a radius of  $1\frac{1}{2}$ " and divide the space about the center into the angles of  $45^\circ$ .
3. Give the names of three objects of which some of the projections will show foreshortened surfaces an' invisible edges.
4. Make a working drawing of the object indicated in drawing here given. (Isometric view.)



Isometric View

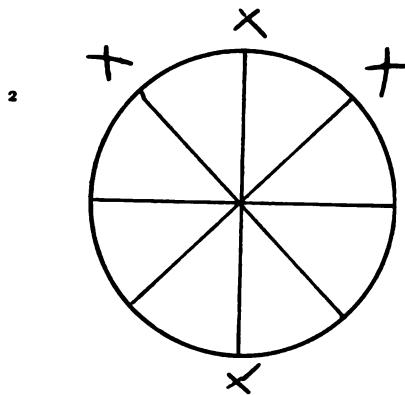
5. Sketch freehand in outline to represent a group including a barn, trees, and a hill.
6. Draw in masses to represent the exterior left side of the schoolhouse in which you teach or have attended school.
7. Give the steps in the process of transferring horizontal measures from G. L. back into the ground plane.
8. Place in angular perspective, freehand, a cube located at the will of the candidate. State its position in the scope of vision.
9. a) Construct a scale  $\frac{1}{4}$ " to 1', showing 12' and subdivisions of 3" each. b) Using scale constructed, draw a parallelogram nine feet by three feet.

**10. Copy sketch.**



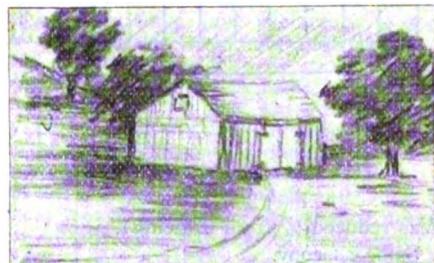
### *Answers.*

- i. a) Violet blue.  
b) Dominant.

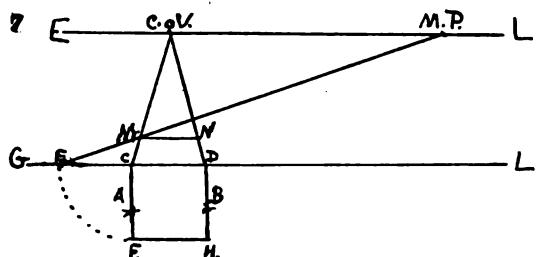


3. Answers will vary. Box, bureau, book, desk, chest, table.

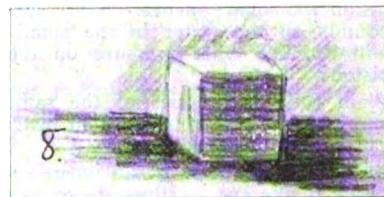
5. Answers will vary.



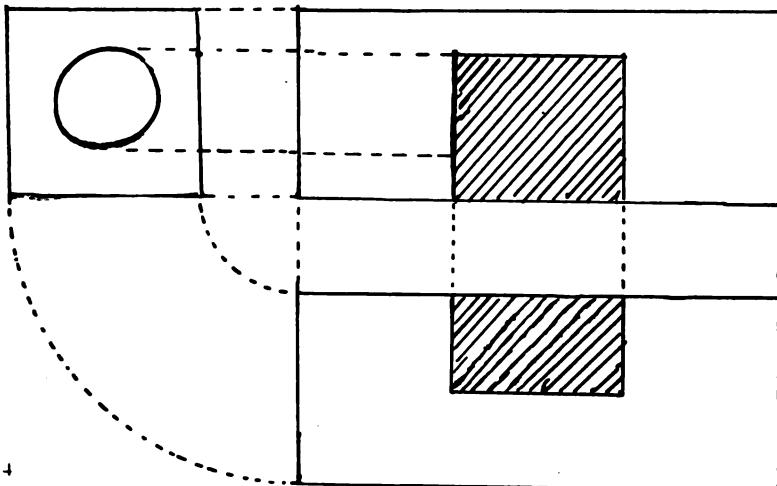
6. Answers will vary.



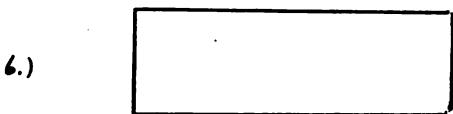
1st. Erect A. and B. 2nd. On G. L. lay off cE.=to b. 3rd. Draw oc. and od. 4th. Connect points E. and M. P. 5th. at M. draw M. N. Points M. and N. are the extremities of the horizontal required, which is represented by line F. H.



**Lower right quadrant.** Answers will vary as to position.



9

(Was reduced  $\frac{1}{4}$  from drawing).

10. Same as copy.

## PHYSICS

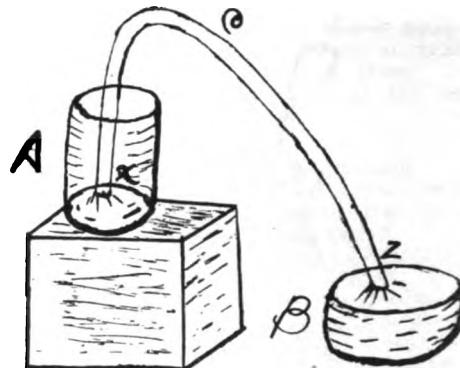
## Questions

1. Give an experiment to illustrate a) impenetrability; b) inertia; c) indestructibility.
2. a) With a fixed pully what weight will be supported by a power of 25 pounds? b) Why is such pulley used?
3. Explain the process of distillation.
4. Explain the action of the siphon.
5. Five cubic feet of coal weighs 750 pounds in the air. How much will it weigh under water? (A cubic foot of water weighs 62.5 pounds.)
6. What substances may be used in the construction of a simple voltaic cell?
7. In a hydraulic press, the small piston has a sectional area of 1 square inch and the large piston 100 square inches. A pressure of 10 pounds on the water in the small piston will produce what pressure on the large piston?
8. Explain fully how tones of the same pitch and intensity but from different instruments can be distinguished.
9. Describe the formation of an image upon the retina of the eye. (Illustrate by diagram.)
10. a) Name a substance used as a freezing mixture. b) Explain its action.

## Answers

1. a) Thrust a stick into a jar filled with water. Jar will overflow—stick and water cannot occupy the same space at the same time. b) Throw a ball; force is required to move it and to stop it. c) Melt ice or boil water. There is no loss, only a change in form.

2. a) 25 pounds, b) to change direction.  
3. Distillation is the process of raising a liquid to the boiling point, vaporizing it and again condensing it to a liquid. It is based on the principle that different substances boil at different temperatures. The essential features are a retort, condenser and receiver. If alcohol is to be distilled from water, the mixture is heated above  $90^{\circ}$  but below  $212^{\circ}$ , the alcoholic vapor passes off through a "worm," which is kept cool by a bath of cold water, into a condenser where it is collected.



4. Fill with liquid the tube  $xz$ , immerse  $x$  in fluid in A, open the mouth  $z$ , the fluid will flow toward  $z$  and continue to flow till the level in A and B are the same. Reason: atmospheric pressure at  $x$  and  $z$  is the same; pressure at  $x$  is resisted by weight of column of fluid  $xc$ , and pressure at  $z$  by weight of column  $cz$ .  $PA - xc > PB - cz$  . . . the fluid flows toward  $z$  till the column of water  $cz = cx$ .

$$55. 62.5 \times 5 = 312.5, \text{ weight of water. } 750 - 312.5 = 437.5 \text{ lbs.}$$

6. Two plates of different kinds of metal in a saline or acid solution; copper and zinc placed in a solution of sulphuric acid, and attached to each other by a wire conductor above the solution.

$$7. 1 : 100 :: 10 : x = 1,000 \text{ pounds.}$$

8. When two instruments sound the same note, the sound of the one may be distinguished from that of the other, because, while the fundamentals are alike, the harmonics are different; hence the total effects of the fundamentals and the harmonics, or the qualities, are different.

9. Light passes in straight lines from the object to the eye, it is so refracted in passing through the crystalline lens and the humors—which form a convex lens—that the rays cross and an inverted image is formed upon the retina.

10. a) Salt and ice; snow and sulphuric acid; Glauber's salts, ammonium nitrate and water; Glauber's salts and muriatic acid. b) The salt melts the ice and the water dissolves the salt. Heat is needed for both processes and is furnished by the substance adjacent to the freezing mixture. (Answers will vary.)

## HISTORY OF EDUCATION

## Questions

1. In what country did Zoroaster live? What was the principal feature of his teachings?
2. Give an account of the teaching of the Duke of Burgundy by Fenelon, stating the methods used and results obtained.
3. Give two distinctive features of the educational system of Sparta.
4. Give two features of the Port Royal schools which were in marked contrast with those of the other schools of the times.
5. Give an account of the origin and rise of the universities of Europe.
6. Define humanism. Name two prominent humanists.

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7. Describe the institutions at Halle, and give the name of the founder and the approximate date of founding.
8. Into what periods did Aristotle divide the instruction of pupils? What did he advocate in respect to the education of woman, and why?
9. Name the authors of any three of the following: Emile, Leonard and Gertrude, Institutes of oratory, Didatica Magna, Praise of folly, Gargantua.
10. Give a brief account of the development of the normal schools in the state of New York.

#### Answers

1. His philosophy is dualistic. There are two spirits, or principles that rule the universe; Ormuzd principle of light, and Ahriman principle of darkness. These are in conflict and man is the object of the strife. There is no remission of sins and man is rewarded according to the balance between his good and his evil deeds.

2. Telemachus, Dialogues of the dead, and Fables were written to give moral and intellectual lessons. Fenelon was gentle, firm, patient and painstaking, and changed his student from being wilful, cruel and disobedient to a prince with glorious impulses and noble intentions—Indirect instruction—insinuating gentleness rather than authority.

3. 1) Class, 2) military, 3) co-educational, 4) compulsory, 5) for Sparta, 6) not literary.

4. Developed the solid faculties, judgment and reason. Constituted *phonetic* method of spelling

languages, made studies interesting in them-and *object* teaching, gave preference to modern selves; primary education not neglected.

5. The universities may be regarded as the natural development of the cathedral and monastic schools; but the first universities, however, grew out of organizations of scholars and students who joined themselves together for the purpose of study. The oldest institution was that of Salerno, Italy, which taught medicine only; the next was at Bologna. The greatest university of the middle ages was that of Paris, and it was the first to have a faculty in philosophy. Universities were founded at Oxford, Cambridge, Vienna, Cologne and at other places. These institutions were granted special privileges of government and authority and acquired great influence. They stimulated a desire for learning and have contributed greatly to the advance of civilization.

6. a) The act of emphasizing liberty of thought and conscience; specifically—the cultivation of the languages, literature and history of Greece and Rome. b) Dante, Petrarch, Boccaccio, Agricola, Reuchlin, Erasmus.

7. The institutions at Halle date from 1695 and were founded by August Herman Francke. At present there are no less than twenty-five different enterprises connected with the institutions, including a free school for boys and one for girls, a pedagogium, a Latin school, a real-school, an orphanage and several industrial establishments. The institutions were at first supported entirely by voluntary contributions, but now they receive assistance from the state.

8. a) Education is a lifelong task; 1) till seven a child should remain with its mother, physical development; 2) at seven begins direct intellectual training; 3) from 14 to 21 such exercises as directly prepare for life. b) Woman is to be educated that she may train her children and uphold the state.

9. *Emile*, Rousseau; *Leonard and Gertrude*, Pestalozzi; *Institutes of oratory*, Quintilian; *Didactica Magna*, Comenius; *Praise of folly*, Erasmus; *Gargantua*, Rabelais.

10. The first normal school was organized at Albany in 1844. David P. Page was the first principal. The school at Oswego was the next. They were made free in 1867. There are now eleven normal schools besides the one at Albany, which was changed in 1890 to the Albany Normal college.

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## BOOKS RECEIVED.

- TOPICAL DISCUSSION OF GEOGRAPHY**, by W. C. Doub. The Macmillan Company.
- AN ELEMENTARY FRENCH READER**, by Gaston Donay. Silver, Burdett & Company, New York.
- OUR ACCURSED SPELLING AND WHAT TO DO WITH IT**, edited and published by E. O. Vaile, Chicago.
- BARNES' NATURAL SLANT PENMANSHIP**, Books 7 and 8. American Book Company, New York.
- GERMANY AND THE GERMANS**, edited by A. Lodeman. Silver, Burdett & Company, New York.
- LES FORCEURS DE BLOCUS**, edited by C. Fontaine, B. L., L. D. D. Appleton & Company, New York.
- IN ST. JURGEN**, by Theodore Storm; edited by Arthur S. Wright. D. C. Heath & Company, Boston.
- BACON'S UNE SEMAINE A PARIS**, by Edwin F. Bacon, Ph. B. American Book Company, New York.
- L'ENFANT DE LA LUNE**, by Jeanne Mairet, edited for school use by Edith Healy. American Book Company, New York.
- MON ONCLE ET MON CURE**, by Jean De La Brète; edited by T. F. Colin, Ph. D. D. C. Heath & Company, Boston.
- SCHILLER'S DIR BRAUT VON MESSINA**, edited by William Herbert Carruth, Ph.D. Silver, Burdett & Company, New York.
- THE MERCHANT OF VENICE**, introduction and notes by Edward Everett Hale, Jr. University Publishing Company, New York.
- AMERICAN HISTORY LEAFLET**, No. 32, edited by Albert Bushnell Hart and Edward Channing. A. Lovell & Company, New York.
- ZARAGUETA**, by Miguel Ramos Carrion y Vital Aza, edited by George Carter Howland. Silver, Burdett & Company, New York.
- A GRADED LIST OF POEMS AND STORIES**, completed by Charles B. Gilbert and Ada Van Stone Harris. Silver, Burdett & Company, New York.
- BAIRD'S GRADED WORK IN ARITHMETIC.—SEVENTH YEAR**. By S. W. Baird, Principal Franklin Grammar School, Wilkes-Barre, Pa. American Book Company, New York.
- RICHARDS'S NAVIGATION AND NAUTICAL ASTRONOMY**, by Eugene L. Richards, M. A., Professor of Mathematics in Yale University. American Book Company, New York.
- LE VOYAGE DE M. PERRICHON**. Comedy in four acts by Labiche and Martin. Edited for school use by G. Castegnier, B. es S., B. es L., of the A. H. Cutler School, New York City. American Book Company, New York.

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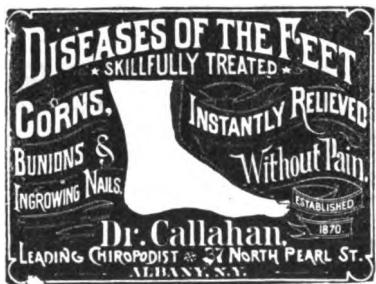
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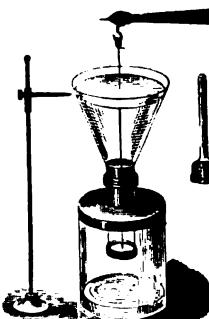
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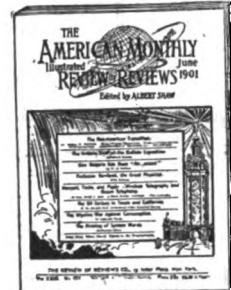
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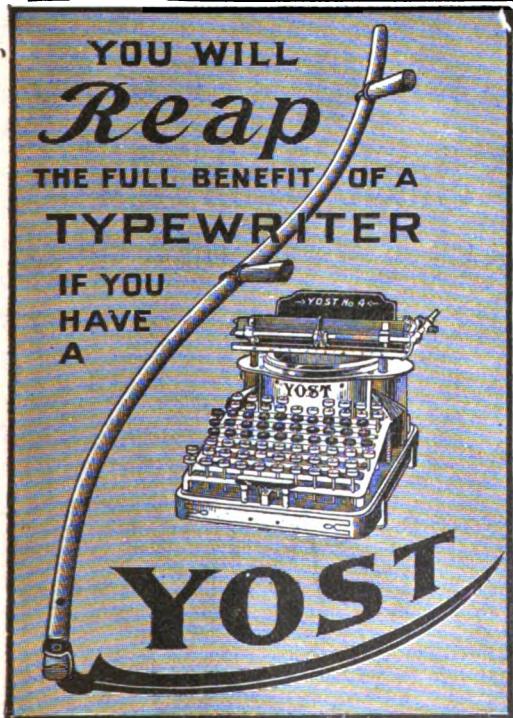
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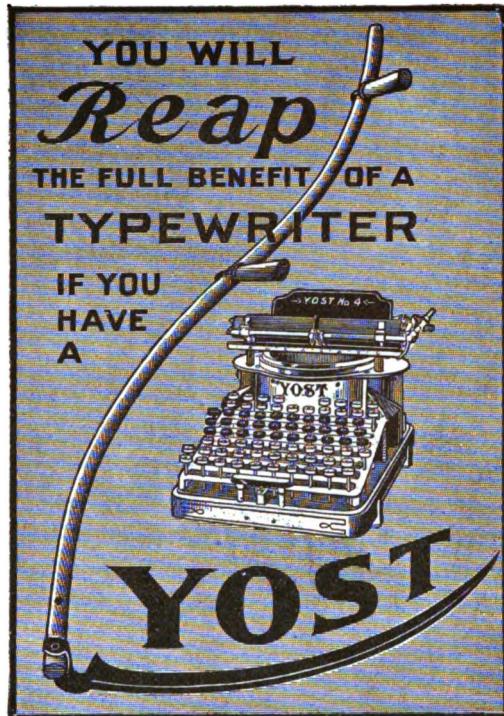
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No. 6

## HORACE ELISHA SCUDDER

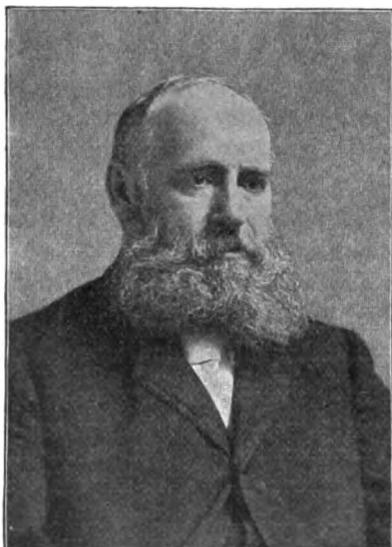
(Excerpts from an Estimate in the *Boston Transcript*)

BY THOMAS WENTWORTH HIGGINSON

MANY a modest author, even when fairly successful, yet may sometimes worry himself at twilight with the honest doubt whether his works will at last be recognized as classics and be read after he is gone—whether they may not even be revived to memory after years of oblivion, like the stanzas of Omar Khayyām, and enter on a permanent fame. Short of this, he may sometimes think, his life has not been worth the living. Fortunate are those writers who, while waiting for their lot to be determined in this verdict of centuries, may yet train themselves so thoroughly to the habit of conscientious and thorough daily work that they can enjoy it for its own sake and find every day well filled. Happy above all are those who can make this pursuit a source of use and joy to others and employ their leisure, or what would otherwise be leisure, to making their attainments a source of benefit to all around them. To both these fortunate classes Mr. Horace Elisha Scudder has long emphatically belonged. Were the united American

authors invited to select from among their number that one who could be best relied upon to do any given piece of literary work with care, sympathy and thoroughness, it is hard to conjecture who would be mentioned in preference to him. A man possessing so eminently these high workmanlike qualities will, however, be pretty surely tempted to try to enter a variety of paths, and the question can never be decided whether he would or would not have accomplished more by confining himself to one of these. In looking at the whole outcome of Mr. Scudder's work no one can positively assert how far he has secured for himself a lasting place among the essentially original minds. It has, indeed, seemed as if a

native modesty kept him from claiming this. In the preface to his book called "Men and Letters," he says of himself, "Fortunately, I have been able for the most part to work out of the glare of publicity." Yet even to this modest phrase he adds acutely: "But there is always this something in us which whispers 'I,' and after awhile the anonym-



*Horace E. Scudder*

mous critic becomes a little tired of listening to the whisper in his solitary cave, and is disposed to escape from it by coming out into the light even at the risk of blinking a little, and by suffering the ghostly voice to become articulate, though the sound startle him. One craves company for his thought, and is not quite content always to sit in the dark with his guests."

\* \* \* \* \*

Our discussion of his actual work of the higher grade finally narrows us down to two books, besides his "Lowell;" and his reputation will undoubtedly rest on these as being the only three representing the maturity of his powers. The first of these, "Men and Letters" (Houghton, Mifflin & Co., 1887), was hampered by an inexpressive title and by some inequality of material, yet it includes several essays so admirable that it is doubtful whether any American has surpassed them in the way of pure criticism. One of these is an analysis of the life and literary service of a man too little known because of early death, but of the rarest and most exquisite intellectual qualities, Dr. Elisha Mulford, author of "The Nation," and then of "The Republic of God." In this, as everywhere in the book, Mr. Scudder shows that epigrammatic quality, which was one of his constantly maturing gifts and amounted, whether applied to books or men, to what may be best described as a quiet brilliancy. This is seen, for instance, when in defending Mulford from the imputation of narrowness, his friend sums up the whole character of the man and saves a page of more detailed discussion by saying, "He was narrow as a cañon is narrow, when the depth apparently contracts the sides" (page 17). Again he says keenly of Dr. Mulford that, to one of his peculiar temperament, deafness was something of a reinforcement. "He heard everything that he needed to hear, but was conveniently rid of a multitude of distracting or discordant sounds" (page 3). He here touches, with

a delicacy like Mulford's own, the peculiar atmosphere which surrounded that unique and most attractive man. So, in his criticism called "Longfellow and His Art," he repeatedly expresses in a sentence what might well have occupied a page, as where he says of Longfellow, "He was first of all a composer, and he saw his subjects in their relations rather than in their essence" (page 44). He is equally penetrating where he says that Longfellow "brought to his work in the college no special love of teaching," but "a deep love of literature and that unacademic attitude toward his work which was a liberalizing power" (page 66). He admirably sums up Longfellow's whole literary habit: "The books which he read, as noted in his journals, were the generous books; he wanted the best wine of thought, and he avoided criticism" (page 68). He touches equally well that subtle quality of Longfellow's temperament, so difficult to delineate, when he says of him: "He gave of himself freely to his intimate friends, but he dwelt, nevertheless, in a charmed circle, beyond the lines of which men could not penetrate" (page 68).

Again, it would be difficult to find in American literature a more compact and admirable piece of analysis than that called "The Shaping of Excelsior." He here discusses the two drafts of that poem as they appear in the Harvard College Library; and with singular acuteness the critic goes from line to line and divines with almost unerring skill the underlying and often complex motives of every change. Yet this is done with such persistent modesty that he quotes at the very end, in self-disparagement, Lowell's remark about Hawthorne in connection with his notebooks that "you look through the key-hole and think you will catch the secret of the alchemist, but at the critical moment his back is turned toward you" (page 146).

In the essay, "Emerson's Self," Mr. Scudder tries himself against the touchstone of

all American and indeed European criticism, for who has yet given an analysis of Emerson that satisfied any other Emersonian? Yet few historical comparisons after the manner of Plutarch have been neater and better than that between Emerson and John Adams. "With what a striking contrast of mood the two historic Americans passed out of ken! Adams, stormy even in his reminiscence of life from the quiet harbor of old age; Emerson, unperturbed when receiving the angry criticism of his day, subsiding into a long reverie of peace!" (page 167). In criticising admirably Emerson's visit to England, the writer adds, "Never does England seem farther away from America than when one is reading 'English Traits.'" (page 167); and yet follows it up by expressing, perhaps hastily, some doubts as to the judgment of Emerson, and indeed as to his passionate devotion to his country. The assumed absence of this passion he regards as a sign of some serious defect, and closes with the well put suggestion, "When one collects his God from ethnic fragments he is very apt at the same time to distribute his country" (page 19). He thus perhaps scarcely does justice to Emerson, although he relentlessly quotes at the end from Dr. Holmes, who says quietly that there was "a sweet seriousness in Emerson's voice that was infinitely soothing."

The passage in the book which will probably be the longest read is the clearest statement ever made by anyone (in October, 1887) on what he calls "the ever widening gulf between Englishmen and Americans." He adds: "The Atlantic Ocean, which separates the two continents, has been contracting its space ever since the first Virginians rowed across its waters. The inventions of men, the exactions of human intercourse, have reduced a three months' dreary voyage to a six days' trip in a movable hotel, and yet all this while a myriad forces have been at work on either side of the ocean moulding national consciousness and pro-

ducing those distinctions which are hard to express, but perfectly patent. The manifestations of character in literature and art afford the clearest indication of this national distinction, and although London and Boston can almost speak to each other through the telephone, the accent of Boston in literature is more sharply discriminated from the accent of London than it was a hundred years ago." (pp. 234-5).

So far as especial passages go, Mr. Scudder never surpassed the best chapters of "Men and Letters," but his one adequate and complete work as a whole is undoubtedly, apart from his biographies, the volume entitled "Childhood in Literature and Art" (1894). This book was based on a course of Lowell lectures given by him in Boston, and is probably that by which he himself would wish to be judged, at least up to the time of the "Memoirs of Lowell," lately reviewed in these columns. He deals in successive chapters with Greek, Roman, Hebrew, Mediæval, English, French, German and American literary art with great symmetry and unity throughout, culminating, of course, in Hawthorne and analyzing the portraits of children drawn in his productions. In this book one may justly say that he has added himself, in a degree, to the immediate circle of those half dozen great American writers whom he commemorates so nobly at the close of his essay on Longfellow and his "Art in Men and Letters." "It is too early to make a full survey of the immense importance to American letters of the work done by half a dozen great men in the middle of this century. The body of prose and verse created by them is constituting the solid foundation upon which other structures are to rise; the humanity which it holds is entering into the life of the country, and no material invention, or scientific discovery, or institutional prosperity, or accumulation of wealth, will so powerfully affect the spiritual well-being of the nation for generations to come." (p. 69).

## INDIVIDUAL LABORATORY WORK IN PHYSICS

IRVING P. BISHOP, BUFFALO NORMAL SCHOOL

IT is a well established principle of pedagogy that the mind gains a real and adequate knowledge of things only in the presence of the things themselves. This is particularly true in the case of children, including those of high school age, whose knowledge of external things is largely obtained through the senses. The greater the number of avenues through which knowledge comes, the more lasting the impression. Laboratory work, bringing the pupil into direct contact with facts through experiment, offers a logical and natural means of education. All his senses are brought into use. He handles apparatus, he observes, he compares, he draws inferences. Thought springing from such a source has a vitality in no wise to be derived from mere book learning. On the other hand, ideas become less and less vivid in proportion to their remoteness from the facts upon which they are based. With vagueness of ideas comes turbidity of thought. For example, a pupil learns from a book the usual method of obtaining specific gravity. Two days after he remembers that one divides the weight of the body in air by the loss of weight in water—or the reverse,—he is not sure which. In the crucial test of the examination he writes down whichever phase happens to be uppermost in his mind, doubtful of his answer, yet knowing that he stands an even chance of being right. If he fails, he consoles himself with the thought that it is impossible to guess with accuracy every time and hopes for better luck on the next trial. But if he has ascertained for himself, by actual weighing, the specific gravity of a marble or a pebble, the principle becomes a reality. From that time on specific gravity instead of being an abstract term is as clearly understood as a base-ball score. In my judgment the laboratory method is the

best for teaching physics, and whatever is best is worth while.

"Can I reach the regents' requirements for individual laboratory work in physics?" is a question which every teacher must answer for himself according to the conditions existing in his school. For its essentials, laboratory work requires a suitable room, apparatus and a teacher. It is reasonable to suppose that the best results will be attained where all three factors are specially adapted to the purpose; but in many—perhaps in most—schools, one or more of them falls below the ideal standard. The room may be small, inconvenient or occupied for a part of the day by other classes; the pieces of apparatus, few in number or old fashioned; the teacher may be inexperienced in manipulation of apparatus. Still, lacking any or all of these, if the teacher has a lively interest in the subject and the desire to do his work well, a fair degree of success may be attained.

The room in which the laboratory work is to be done should be well lighted and should have a maximum working capacity of twenty pupils. Half that number is all that a teacher should be asked to oversee at one time, and provision for ten will generally be ample. If the classes are larger they can be worked in sections. In city high-schools it is best to devote a room solely to physical laboratory work; and in all cases it should be free from the corrosive fumes of chemicals which ruin apparatus. If city water is available, a tap, sink and draining board are desirable. If not, a five or ten gallon kerosene can provided with faucet, filled with water, and supported at a convenient height will answer the purpose of water supply very well. A pail or earthen jar will suffice as a receptacle for waste. Heat may be obtained from gas, or lamps burning wood alcohol. The room

must also have tables or benches at which the pupils may do their work. The essentials of these appliances are that they shall be horizontal, substantial, and as free from tremor as possible. They should be provided with arms or supports for suspending pendulums and similar pieces; and it is a great convenience to have the supports movable so that they can be adjusted at convenient heights. Varnish and polish, while they add to the appearance of these pieces, are expensive, unnecessary and often undesirable. Whether benches or tables are better depends largely upon the lighting of the room and the other purposes for which it is used. Undoubtedly the simplest, and in many respects the best, device is a shelf about two feet wide, made from  $1\frac{1}{2}$  inch pine, firmly supported at a convenient height on the best lighted sides of the room. The space below may be utilized in part by drawers for storage, while supports for suspending apparatus are readily attached to the wall and are gratifyingly free from tremor. When the height of the windows interferes with proper lighting or for any reason the walls of the room are not available, tables may be used. If built specially for the laboratory they should be constructed with due regard for solidity. In case economy is necessary, plain unpainted kitchen tables costing from one to three dollars each will answer the purpose very well.

How the fixtures and apparatus shall be placed is of course a matter to be decided on the spot by those who have to use them. A convenient arrangement where the room is to be used both for laboratory and for recitation, is to put the tables or benches along two sides of the room, the cases for apparatus on the third and the blackboard behind the teacher's desk on the fourth. This leaves the center of the room for seats and general recitation purposes. The advantage of this arrangement lies in the additional flexibility which it gives to the teacher's work. He may use the whole

period either for laboratory work or recitation, or he may divide his time between them as he may choose.

The second essential, proper apparatus, presents the most formidable obstacle of all to the introduction of laboratory methods. In chemistry, almost all the ordinary manipulations may be performed with a test-tube, a perforated rubber stopper, a few fruit cans, and pieces of glass and rubber tubing. In physics many experiments require special apparatus which is good for the particular purpose and no other. The great fault with the equipment of many schools has been that the money which would buy a large number of pieces for students use, has been expended in the purchase of a few costly show pieces, of limited utility, which the student is never allowed to touch at all. I suppose that there is no collection of physical apparatus in the state which does not contain an air pump and some form of static electrical machine. While I would not be understood as saying that the pieces in question are not useful, I wish emphatically to voice the heresy that one may have an excellent working laboratory without either. Further than that, the money might be better expended in the purchase of cheaper apparatus which in the pupils' hands would cover a much wider range of principles.

Laboratory work means shifting much of the apparatus from the hands of the teacher to those of the pupil. It means also, quantitative work in the place of qualitative. With this change have come simpler but more accurate implements with wider application and cheap enough to be placed in the hands of high-school pupils. In fitting up a working laboratory, the greater part of the sum at our disposal should be invested in apparatus of this kind. Remembering that varnish and polish add to the cost but not to their efficiency, pieces should be selected solely with regard to their price, durability and fitness for the work. "Will

it illustrate the principle and will it stand use in the hands of pupils?" are the two questions which decide whether a piece is cheap or otherwise. If it will not do both, it is dear at any price. If you have only a small sum to spend, confine your purchases at first to apparatus illustrating elementary physics. Buy a few pieces of a kind and get as many kinds as your appropriation will permit. Next year you may buy more to supplement what you already have, and perhaps make a beginning on advanced physics. While by this method your laboratory will not at once spring fully equipped into being, it will make a healthy growth and will have only those pieces which experience has shown to be usable.

Much has been said and written regarding the manufacture of apparatus by teacher and pupil. In a few cases it is done and well done, with added interest and benefit to all concerned. Any physics teacher should be able to saw a piece from a board, to drive a nail or to use a file. He ought also, to be able to adapt common household utensils to the purposes of the laboratory. But the ability to construct a serviceable, workmanlike product is extremely rare. I can count upon the fingers of one hand all the physics teachers of my acquaintance who are even moderately skillful in this line. As a rule, improvised apparatus is like improvised poetry: creditable under circumstances, answering the immediate purpose and not adapted to future use. Even if the teacher has the requisite skill, it is generally poor economy to use the time of a ten-dollar-a-day man to make a ten-cent article. If the physics class includes boys with a knack in handling tools, he may direct their energies, with profit, to the making of usable pieces. What I wish to emphasize is that neither teacher nor class can be, or ought to be, expected to make the tools with which they do their work. With apparatus as cheap as it now is such a course is also unnecessary.

I have not the time, nor is it my purpose, to specify what apparatus is best in all cases. If the teacher is wise he will select such pieces as supplement his present stock or are adapted to the text he is using. A comparison between two ways of spending the same money will, however, be instructive and at the same time illustrate what I have previously said. Referring to the air pump and static electrical machine with accessories, a very modest outfit will cost as follows:

|   |          |
|---|----------|
| Air pump.....                                 | \$30 00  |
| Magdeburg hemispheres.....                    | 6 50     |
| Two gal. receiver with cap and stop-cock..... | 3 75     |
| One gal. and 1½ gal. receiver.....            | 3 00     |
| One hand glass.....                           | 1 00     |
|   | <hr/>    |
| Sixteen-inch Toepler-Holz machine.....        | \$44 25  |
| Insulating stool.....                         | 3 00     |
| Leyden jar, quart.....                        | 1 50     |
| Discharger.....                               | 3 00     |
| Aurora tube.....                              | 7 00     |
| Two Geissler tubes.....                       | 3 00     |
|   | <hr/>    |
| Total.....                                    | \$101 75 |

This is considerably less than is sometimes expended in the illustration of the same principles and the apparatus is of very little use elsewhere.\*

Let us see what this sum would do towards a laboratory equipment. Individual apparatus for the first twenty-five experiments of the National Physics Course costs, per student, a trifle less than \$7.00.† Similar material for the first part of the Hall and Bergen book, 29 experiments, costs a trifle more than that—\$7.22, to be exact.‡ The \$100 expended in the air pump and electrical machine outfit would equip 14 students with sufficient apparatus to per-

\* In a secondary school with which the writer is acquainted, the apparatus for illustrating static electricity cost upwards of \$25, while the air pump and accessories cost \$120 more.

† TEXT-BOOK OF PHYSICS. Hall and Bergen: H. Holt & Co., 1897, p. VI, and THE NATIONAL PHYSICS COURSE, L. E. Knott Apparatus Co., Boston, 1901.

‡ APPARATUS FOR THE HALL AND BERGEN BOOK, L. E. Knott Apparatus Co., Boston, 1901; also CATALOGUE No. 10 Ziegler Electric Co., Boston.

form independently nearly thirty of the thirty-five experiments required by the regents for the first term's work. Much of this apparatus is also available for subsequent experiments in the second part. The advantage gained by purchasing the simpler material is too obvious to require comment.

In noticing a particular group of experiments I do not wish to be understood as advocating them in preference to others. Probably every teacher will have to fit up his laboratory to meet his own needs. The Hall and Bergen book introduces in the first term's work several experiments on light. Most teachers, following the plan of the texts in their hands, prefer to teach the subject of light by itself. This is my experience, and the apparatus for illustrating the work under Matter and Mechanics, some 40 exercises, has cost as follows:

|  |                |
|--|----------------|
| Franklin or Harvard trip scale.....                        | \$5 00         |
| Sliding Vernier calliper.....                              | 2 50           |
| Chatillon spring balance, with index,<br>15 kilos.....     | 1 25           |
| Three Chatillon spring balances, 250<br>grams, at .55..... | 1 65           |
| Meter stick.....   | .25            |
| Box wood rule, 30 cm. ....                                 | 10             |
| Graduated wooden prism 1 x 1 x 30 cm..                     | 10             |
| Two pulleys, single and double in blocks,                  | 66             |
| Lead balls, perforated, for pendulums...                   | 10             |
| Specific gravity flasks, 50 cm.....                        | 60             |
| Y tube apparatus for specific gravity....                  | 83             |
| Mercury gauge, S. form.....                                | 05             |
| Boyle's Law Apparatus (tube only).....                     | 75             |
| <br>   |                |
| Total, per student .....                                   | <u>\$13 84</u> |

In addition, the following articles were furnished for general use, estimating for a class of twelve:

|  |                |
|--|----------------|
| Two Brown & Sharpe wire gauges, at<br>\$2.50 ..... | \$5 00         |
| Four iron clamps.....                              | 2 00           |
| Two lbs. mercury.....                              | 1 00           |
| Glass and rubber tubing.....                       | 1 00           |
| Brass and copper wire.....                         | 25             |
| Alcohol.....                                       | 10             |
| Metric graduates, 60 and 250 C C.....              | 1 75           |
| <br>   |                |
| Total.....   | <u>\$11 10</u> |

It will be seen that the pieces in this group are more expensive, raising the cost per pupil to nearly double that of the previous list. To offset this many of the pieces are used repeatedly in the advance work, and the cost of apparatus for that purpose is so much lessened.

Of more importance than fine apparatus or a convenient laboratory is a well trained science teacher. Concerning born teachers I have nothing to say; they undoubtedly exist, but they are entirely too few to meet present or prospective demands.

Deftness in manipulation is usually acquired by practice. Many of the colleges and, I believe, all of the normal schools in this state are now training their pupils in the art of handling apparatus. From their recent graduates many excellent teachers may be had. But a considerable number of those now teaching physics studied the subject in the higher schools when laboratory work formed no part of their training. The consequent lack of skill in handling apparatus make many of these timorous, and delays the introduction of experimental methods. On the other hand there are many from this class who have learned by practice to do the necessary work and to do it well; many, too, who with adequate apparatus and opportunity would soon attain a high degree of proficiency. The teacher who is well grounded in principles, resourceful, and who has a liking for the work, has in him the elements of success. It should be remembered, however, that the teacher of physics must not be overloaded with duties outside his department. It takes time to prepare experiments, to keep apparatus in repair, to oversee laboratory work. The failure of school boards and superintendents to recognize this is often responsible for overworked teachers and unsatisfactory results.

The management of the laboratory is also a problem worthy of brief consideration. It greatly economizes the pupil's time to have

the apparatus in readiness for him when he enters the laboratory. In many cases an experiment can not be otherwise completed within the allotted period. Where there are too few pieces of apparatus of a kind, two pupils may work together, or two or more experiments may be in progress in different parts of the room at the same time. Notes should be kept in pencil during the course of the work, shown to the teacher on leaving the room, and be afterwards neatly written up in ink. During working hours the laboratory should always be under supervision. When the class is too large or the teacher is necessarily absent, pupils who have shown marked proficiency in previous classes may be put in charge of a working group or, temporarily, of the room. They are usually pleased with this mark of the

teacher's confidence and make a strong effort to merit his esteem. The added responsibility is a good thing for the student and very often enables the class to accomplish much more than they otherwise would. The practice of utilizing students as assistants in preparing experiments and in getting out and taking care of apparatus not only helps the teacher but fosters in the pupil an interest in the subject, and stimulates him to widen the scope of his knowledge.

Any high school which can provide an earnest teacher, a suitable room and at least \$100 for the purchase of apparatus may make a profitable beginning of laboratory work. Once begun there is little danger that the laboratory method will be discarded for any other.

## School Men of the Hour

### PRESIDENT HOPKINS OF WILLIAMS COLLEGE

(For portrait see front cover)

**N**O explanation is needed for publishing a sketch of the president-elect of Williams College—the place of Mark Hopkins' years of work—the *Alma Mater* of Garfield, and one of the best types of the smaller New England colleges. There is added interest in the subject of this sketch in that he is a son of Mark Hopkins—was born and raised at Williams College, and yet returns as its president on a record made by himself and mainly in the strenuous West, where, as a rule, only what there is in a man counts.

What sort of a man he is and what his work has been appears in the following paragraph which we owe to the Brooklyn *Times*. We desire, however, to call attention to the fact that Dr. Henry Hopkins is an exception to two generally accepted statements. He is a minister's son and a great

man's son. Yet he has made a pronounced success in a life spent in the lines of highest endeavor.

Dr. Henry Hopkins was born November 30, 1837, at Williamstown, Mass. He is a son of the noted President Mark Hopkins, of Williams College, and was graduated from that institution when he was 20 years old. He then went abroad and his next three years were spent in study in Europe and at Union Theological Seminary, New York. Dr. Hopkins's ancestors on both sides fought in the Revolutionary war, and his great-grandfather, Mark Hopkins, had charge of a camp in General Putnam's army at the battle of Bunker Hill.

In 1861 President Lincoln commissioned Dr. Hopkins an army chaplain and he served with the One Hundred and Twentieth New York Volunteers and was on the field at the

**Wilderness and Appomattox.** He saw the surrender of General Lee and was given honorable mention in the report of the general commanding the brigade.

In 1866 he became the pastor of the Second Congregational Church, at Westfield, Mass., and remained there until he went to Kansas City in 1880. Since that time he has been a factor in the business, charitable and religious life of that city. When he accepted this call it was before the idea of the institutional church had been developed, yet one of the new pastor's first moves was to establish a mission that was essentially a small institutional church. It was Kawsmouth chapel, at 150 Wood street, in the West bottoms. The building is still standing and is used by the Bethel mission. In Kawsmouth chapel there were free gospel meetings twice a week, a Sunday school, industrial school, singing school, a debating club and a Good Templars organization. Rooms were advertised for thirty-four young men. Bath rooms and a free reading room were included. A free dispensary was also opened. Under his management it paid interest on the investment and a sinking fund began to accumulate, but after the big West bottoms flood many families moved from the neighborhood and it was discontinued.

The later history of Dr. Hopkins's work there is well known. He organized the Boys' Club, which was long a feature of church life, and from the membership of which the Hopkins Guards were organized. He organized the Commonwealth Club for the study of labor problems and invited the labor organizations to name half the executive board. Dr. Hopkins has been a leader in all movements for public improvements. He was an active member of the Municipal Improvement Association and an advocate of parks and of "making Kansas City a good place to live in."

Since 1889 Dr. Hopkins has been chaplain of the commandery-in-chief of the military

order of the Loyal Legion. Dr. Hopkins is a trustee of Williams College, national vice-president of the American Board of Commissioners for Foreign Missions and a member of the National Association of Charities and Correction. He is also the author of several published addresses on municipal and educational subjects and sermons.

### JAMES M. EDSALL

DISTRICT SUPERINTENDENT OF GREATER NEW YORK

**W**E present this month the portrait of James M. Edsall, of the district superintendents of Greater New York. As may not be generally understood, all former associate borough superintendents of the various



JAMES M. EDSALL

boroughs of New York City become superintendents of certain districts of that imperial city, in which districts they will with the counsel of local district school boards, have charge of all educational work—excepting the appointing of teachers and their transfer from one borough to another. The teachers of all boroughs will hereafter be appointed from an eligible or merit list.

All general regulations, transfers from one borough to another, the general supervision of the various boroughs, the high schools and special branches will be looked after by City Superintendent Maxwell and his board of associate city superintendents, consisting of the former borough superintendents and four of the former associate superintendents, chosen by the Board of Education for this purpose.

The position of associate borough superintendent in changing to that of district superintendent becomes one of more individual responsibility and more activity in taking the initiative within the territory assigned. It will require more thinking, more executive and administrative ability. In making this new plan a success New York must look particularly to the younger of her district superintendents, who other things being equal, ought the more readily to adapt themselves to the new conditions and be more resourceful in meeting the new problems that will arise.

One of the younger district superinten-

dents is James M. Edsall, whose work as associate borough superintendent has been in the borough of Brooklyn.

Mr. Edsall was born in Roxbury, Delaware County, N. Y., December 11, 1863. He was graduated from the Albany Normal College in the spring of 1884. In the fall of that year Mr. Edsall became principal of the public school in Roxbury, and after a year's work assumed a like position in High Falls, where he remained until the close of the school year in 1886. In September following he accepted a position as teacher in the school at Tottenville, Staten Island. On November 1, 1887, he was appointed the principal of Grammar School No. 101. About a year ago he was chosen one of the associate borough superintendents.

Mr. Edsall brings to his task splendid health, a live, earnest interest in his work and exceptional ability in getting along with people of every class—a requisite most necessary in one whose employment actually deals with the proverbial “men, women and children.”

## The Best to be Found

### Articles from Educational Journals Summarized

It is easy enough to be prudent  
When nothing tempts you to stray,  
When without or within no voice of sin  
Is luring your soul away.  
But it's only a negative virtue  
Until it is tried by fire,  
And the life that is worth the honor of earth  
Is the one that resists desire.

—E. W. Wilcox.

“A KINDERGARTEN in every block is still my motto.”—*Supt. W. H. Maxwell.*

HABITS are a necklace of pearls; untie the knot, and the whole unthreads.—*A Russian Writer.*

A LITTLE child has not your seriousness, nor your sense of duty, nor your capacity for sitting still. He would be a very curious, almost an unpleasant phenomenon if he had.—*Fitch.*

OUR brains are seventy-year clocks. The angel of life winds them up once for all, then closes the case and gives the key into the hands of the angel of resurrection.—*O. W. Holmes.*

TEACHER, if you must scold, spare the school's ears and nerves by getting into a barrel, where none but yourself will hear you; then you will learn how disgusting

the habit is and will quit it. Scolding is conclusive evidence that the scolder is in the wrong business and knows it.—*Teachers' Gazette.*

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If teachers must prepare themselves for their work that takes time and money. Men will not give their daughters an expensive preparation unless there is some prospect that they will be self-supporting. I think my record will show me an active agitator for good salaries to teachers ever since I went into the schools. I cannot claim any philanthropy on that score. It is a plain business proposition. If a superintendent is held responsible for good schools he must have good teachers; if he tries to raise the quality of teachers he must work just as hard to raise the price paid for them.

—Dr. William H. Maxwell.

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"The San Francisco *Argonaut* tells of a woman who was the victim of severe crushing sorrows, who adopted a novel cure for despondency, indigestion, insomnia and kindred ills.

"She determined one day to throw off the gloom which was making life a burden in and about her, and established a rule that she would laugh at least three times a day whether occasion presented or not; she trained herself to laugh heartily at the least provocation, and without one, would retire to her room and make merry by herself.

"She is now in excellent health and spirits, and her home has become a sunny and cheerful abode, husband and children have become greatly affected by her mirthfulness, and now all are healthy and happy."—*Midland Schools.*

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We are too easily tempted to bluster and violence. We forget that gentleness is greatness as well as goodness. If we would do brave deeds, let us seek to be filled with divine gentleness.

You will find that the use of a courteous manner in the schoolroom obviates the

necessity of "scolding," and is a great help in maintaining orderliness.

The new-and-woman-to-be, when out in the world, should be governed by the law of courtesy. When is the time to begin that training, if not now? Why one set of rules for the child, and another for the man, if a rule can be found that will work well now and henceforth also?

Take advantage of the natural child-love for "playing grown up," and every principle of courtesy can be taught, in a way that sticks, by "playing" it. Try it for a "rest," when the children have been sitting still, at their work, for some time.—*School Education.*

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IN our criminal courts to-day over one-half the prisoners are below the age of twenty years, and this is merely because our Christian community does not take care of our delinquent children, but allows them to grow up amid surroundings which of necessity make criminals of them. I may say broadly that God made only the one kind of boy. We have built many homes and schools and asylums, for the blind and the deaf, the orphan and the decrepit poor, the insane and the feeble-minded, and I would not have one cent of these great appropriations diverted from its original purpose, but there is one incapable human being who has been neglected heretofore, and that is the delinquent child. Many people say of him that he is a degenerate, that he cannot be reformed, because they have taken him to Sunday school a few times and he has remained as bad as ever, but to them I say that, under the same conditions, their own children would be no better, and that when we provide for these children of the streets a home where they can receive the same training that our own children receive, they shall grow up to be, many of them, among our most eminent citizens, for they will have the spur of necessity to urge them on.

—*Intelligence.*

A boy's honor is callow, short-sighted, often strangely askew, but yet a most precious thing, needing to be carefully shielded, guided and developed. To injure it, or ruthlessly to expose its short-comings is a capital mistake. Many a boy who will not lie will hand in as his own composition that which he has copied. Boys who would disdain to steal will join merrily in a raid upon a neighboring melon patch or orchard. Timid and conscientious boys will brave any penalty rather than testify against an evil companion. Such facts reveal the partial, unformed, contradictory notions of a boy. He is full of contradictions, but if you have eyes to see you may recognize that, notwithstanding the contradictions, he is true and noble. He asks forbearance, sympathy, kindly helpfulness and guidance of you. He will grow with the years in range of ideas and insight into relations. And if you nurture and respect the honor now so full of inconsistencies it will become true and thoughtful manliness.—*Wisconsin Journal of Education.*

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PROFESSOR WILLIAM K. FOWLER, State Superintendent of Nebraska, says:

"A school fad is a part or a line of school work with which one is not in full accord or sympathy, through ignorance of its purport or on account of an honest difference of opinion. It is a schoolroom innovation in the experimental stage. Time alone proves their value or their worthlessness, and that which is righteously dubbed a fad will fade as a fashion of the hour. A fad's advocate is called a faddist. Faddists are of two kinds—zealots and advertisers. The former require protection, caution, sound counsel. The latter require exposure—long time! Fads are of two kinds—ephemeral and eternal—and mortal man, be he editor or educator, cannot always classify. A fancy to-day may be a fad to-morrow, a foible the next day, and, in the hands of some unbalanced enthusiast, a fool thing there-

after. We do not now consider geography a fad, but the courtiers of Isabella of Spain said that subject was a fad with one Christopher Columbus. \* \* \* Whatever tends to improve the rural schools and to keep the boys on the farm should receive universal approbation, be it fad, fact or fancy. In Nebraska at present the elements of agriculture, including a fair knowledge of the habits and structure of the common plants, birds, insects and quadrupeds, is a fad, perhaps, but that great agricultural state will instruct its youth thoroughly in the causes and dependencies of its commonwealth."

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COMMERCIAL courses, which are now being organized in some of our high schools, are exposed to failure because they are made too easy. This is the danger which besets a new course, and it comes about in two ways. Certain new subjects are introduced which have little, if any, training value. Typewriting, for example, is such a subject. Practically the attainment has some value, but the learning of it is mere pottering, serving to while away an idle hour, but not ministering to mental growth. Short-hand has more educational value. Book-keeping, if spread out through a good part of a year, has something of the same weakness,—the intellectual training from it is slight. As taught in our schools its practical value has not been accounted great by business men. But, in the second place, such courses are apt to be easy because they "lack backbone." By this is meant that they have no subject requiring vigorous application extending through several years of the course. In the ancient classical course, Latin serves as such a subject; in others, the mathematics, followed by physics. These studies effectively train the student to strenuous and continued application, and so help to "make a man of him." A course lacking such an element is flabby and ineffective. After a few years it falls into contempt and disappears. This has been

the fate of "business courses" heretofore, and will be again if they are made too easy. Parallel courses ought to be made as nearly equal in difficulty as possible; when not so made they either perish or pull the whole school down to their own level.—*Wisconsin Journal of Education.*

My experience has forced me to the conclusion that efficient work in our schools and successful careers of our children depend, first of all, upon their physical health and physical environment. These conditions are fundamental and indispensable. The schools ought to be characterized by good light, fresh air, and attractive surroundings. The embodiment of these ideas are distinctive elements of modern education, and are among the most salutary evidences of educational progress in the nineteenth century. I will confine myself for the present in this article to only one of these considerations, viz., ventilation.

Most people know that the constituents of air are approximately twenty parts oxygen and eighty parts nitrogen. But besides these two substances, there are also carbonic acid—usually about .03 or .04 of one per cent.—water vapor, and several other substances, as have been discovered recently. After pure air has been through the lungs, the oxygen has been decreased about one-fifth and carbonic acid increased a hundred fold.

It was once taught, and now usually thought, that the carbonic acid was the sole cause of the unpleasant results of foul air. But it has been shown by experiment that air containing chemically pure carbonic acid is not very disagreeable to breathe. The noxiousness of air in an ill-ventilated room is due much more to organic substances, given off partly by the lungs and partly by the skin. This constituent of vitiated air is very poisonous. It has been injected in its free state into animals and caused almost instant death. "Our own breath is our greatest enemy."

MUCH valuable time is wasted in the effort to construct a machine so complete in all its parts that the teacher will only have to sit and "watch the wheels go round." We sometimes forget that the school exists for the children, not the children for the school.

I believe in sectioning classes and in semi-annual promotions, providing this is best for existing conditions. This problem must be solved for each school separately. I do not believe in promoting children according to the calendar or the phases of the moon, in order to carry into effect any pre-conceived mechanical routine of organization. A study of the conditions in each school, in each room, in each class, and of each pupil is always necessary in determining the time when promotions should be made. It is the business of the teacher, the supervisor, and the superintendent to be in such close touch with the life of the school as to be able to determine at any time what, if any, pupils should be advanced, and then re-organize the classes, whether such plan promotes whole sections, small groups or individual members. For the practical application of this theory, I would divide each room into two classes, and such classes into two sections. This will enable the teacher to assign extra work to the strong section, while extra assistance is given to the weaker section. The object is not to gain time for the pupil, but to enable better work to be done. Let us give the stronger ones more work, the weaker more help, and all of them enough time to grow and mature, thus avoiding that unprofitable first year in the high school which comes to every one who enters with the immature mind of a mere child.

I care not whether promotions are made annually, semi-annually, bi-ennially or at any particular period so long as the children are rationally trained in a way to promote all-round development.—*Western Teacher.*

It is stated that in one of the western universities the "students have stopped grubbing for Greek roots and are digging up the little green spelling books." It seems, the students coming to this seat of learning, are very deficient in ability to spell the English language correctly. Its professor of English is in despair and hence the resurrection of the spelling book. We are told that the faculty of this institution will allow no student to graduate who spells yield "yeald," or shadow "shaddow." A prominent Chicago paper has also averred that "this is an age of unusually poor spelling."

Is it true? What does the teacher say about it? Is it possible in doing away with the spelling book we have produced a generation of poor spellers?

For ourselves, we doubt it. Our observation is, that the words which the child ordinarily uses—that is, the child's vocabulary—are, as a rule, correctly spelled. It may be that where there is no formal spelling there is a greater inability to spell the

more difficult words in use. There is very little logic in English spelling, and therefore, it hardly follows that ability to spell means superior mental endowment. It means, if it means anything, that the boy or girl so gifted has a retentive memory.

At the same time, there is this to be said,—that ability to spell correctly is not to be despised. A shabby coat does not necessarily detract from the manhood of the wearer; but it does make one suspicious. So, while poor spelling does not always indicate a lack in mental power, still it suggests illiteracy and awakens prejudice.

Until the reformers have made our language phonetic, we fear the little green spelling books ought to be in evidence. Not, however, that the ordinary vocabulary of the child would be improved, for we do not believe it would, but that the child may get a knowledge of the sounds of letters in combination while its memory is tenacious.—*Popular Educator.*



BOADICEA AROUSING HER PEOPLE

From Warren's Stories from English History

Courtesy D. C. Heath Company

# For the School Room

## VOCAL MUSIC LESSONS—No. 4

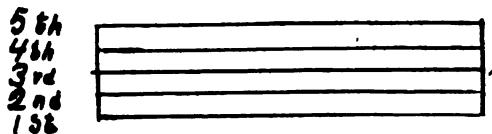
EDWARD FUTTERER, SUPERVISOR OF MUSIC, ALBANY, N. Y.

### STAFF NOTATION

Give no explanation of anything that is not immediately preceded by the illustration of the thing. Teacher draws upon the blackboard a staff.

T. Children this is a *staff*.

T. How many lines have I drawn?



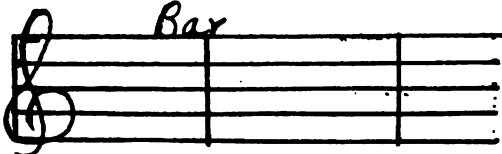
P. Five lines.

T. Correct. How many spaces between the lines of a staff?

P. Four.

T. The lines are named in their order beginning at the lowest line and counting upward. The pupils should be given a thorough drill in naming the lines and spaces quickly, teacher using pointer, after which she should draw the G. clef.

T. This is called the G. clef, and is always placed at the beginning of a piece of music.



T. The lines drawn through the staff are called *bars*, which divide music into measures.

T. How many bars are there in this piece of music?

P. Four.

T. What are they used for?

P. To divide music into measures.

T. How many measures are there in this piece?

P. Four.

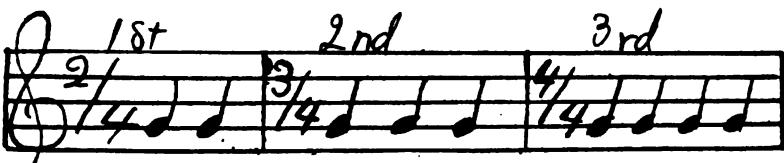
T. Children, what is the upper figure I have placed in the first measure.

P. Two.

T. You may tell me the figure I have placed under "two."

P. Four.

T. This is a two part measure with quar-



ter notes, 2 standing for two-part measure. 4 for quarter notes.

T. What kind of a measure have we in the second (measure)?

P. A three-part measure.

T. What kind is the third?

P. A four-part measure.

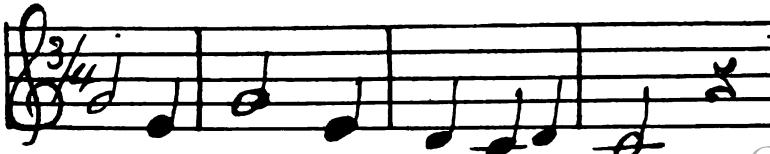
T. A two-part measure always requires two counts.

T. If a two-part measure requires two counts, how many counts are there in a three-part measure?

P. Three counts.

T. How many counts in a four-part measure?

P. Four counts.



## TUNE AND TIME.

It is more difficult to acquire time than tune. For that reason they should be taught separately, until perfectly understood. However, no teacher should attempt to teach time before the pupils have thoroughly mastered the intervals.

T. (Pitches "G."). Children let me hear you sing "one."

P. Sing "Do."

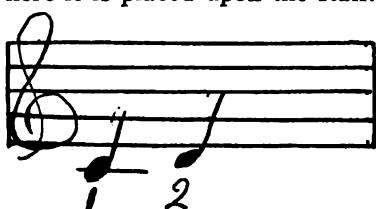
T. I will show you how the picture of "one" looks upon the staff, and where it is placed.



T. Sing "one"—"two."

P. Sing "Do." "re."

T. I will show you the picture of "two" and where it is placed upon the staff.



T. Should now write the following exercise upon the blackboard.

Teacher then asking the pupils to sing the notes to which she points, points pro-

T. What is the pitch name of "one" in the key of C?

P. C.

T. It is placed on the first added line below the staff.

T. Where is "one" placed upon the staff?

P. The first added line below the staff.

T. The pitch name of "two" in the key of C. is D.

T. What is the pitch name of "two" in the key of C?

P. D.

T. It is placed on the first added space below the staff.

T. Where is "two" placed upon the staff?

P. In the first added space below the staff.



T. Children sing "one"—"two"—"three."

P. "Do." "re." "mi."

T. "Three" is placed upon the first line of the staff.

T. Children where is "three" placed in the key of C?

P. Upon the first line of the staff.

T. The pitch name of "three" in the key of C. is E.

T. What is the pitch name of "three" in the key of C?

P. E.

T. May use pointer as above, pointing



miscuously at first, then in steady time from left to right.

T. The pitch name of "one" in the key of C. is C.

promiscuously at first, then in time, from left to right.

All the other tones of the major scale can be developed in the same way. The same plan can be followed if music charts are used.

## PLAIN TALKS ON DRAWING

THEODORE C. HAILES, DRAWING MASTER, ALBANY, N. Y.

## NUMBER IV

## FREEHAND PERSPECTIVE—CONTINUED

The first thing to do is to wake your children up—tell them an agreeable story or incident,—or do something out of the ordinary. You *must* have the attention of your pupils. I secured the attention of a sleepy and indifferent class one day by knocking an inexpensive vase off the teacher's desk, breaking it in pieces. Apparently, it was an accident, but I really did it by design. That little trick cost me ten cents, but it was worth dollars, as it gave me the attention of every child in the room. And I never let go for thirty valuable minutes while I hammered away at perspective.

What do you see? That is the first question to ask. Then, how does it look?

Now, there ought to be no difficulty for even a child to know what he sees.

Put your paper-basket before the children and ask them—Do you see the bottom? the top? the side? Can you see into the basket? Can you see any part of the top or bottom?

Stand a chair on your desk or hang it on a hook and let the children tell you what they really do see, and if they all see the same parts.

Do not tell them what they see, but tell them what to look for. Pick up a black-board eraser and try to see both ends of it at the same time, then let a pupil or two try.

What do you see? That is the great question now. How does it look? or, how does it appear? For instance, you know that the top of that basket is round or square, but does it appear round or square? If it is viewed obliquely, and they persist in telling you that it still appears its real shape, turn it gradually, more and more, until it cannot be seen at all. Be patient, and after a while they will surely see it.

A very profitable exercise is to have the

children draw a representation of the corner of the room, eliminating all details at first and only considering the few lines made by the meeting of the two side-walls, the ceiling and the floor. Do not look for the same results from each child, for they should not be alike. The appearance of the lines will be affected by the relative position of the pupil. Ask them, does that line seem to go up, down, or does it appear horizontal? Do those two lines appear to be the same distance apart at their farther ends as they appear at their nearer ends? etc., etc.

In order to convince them that a horizontal retreating line above the eye appears to come down as it retreats, let them point with their finger to the nearer end and then point along the line to the farthest end, noting the direction; or direct them to hold a rule so that it is in line with the moulding or edge under consideration, and then call attention to the position of the ruler. Let them hold two rulers or pencils in line with two adjacent edges or parallels, and then observe the angle made by the rules. Stand in the middle of the front of the room and point toward the nearest desks on the outer aisles, then point along the row of desks toward the back of the room and ask the children to observe the direction of the movement of the fingers. They will see that they move upward and toward each other.

You may teach a pupil to draw perspectively correct from a knowledge of the rules, but I want him to draw correctly because he actually sees the appearance of the lines.

A very good device to assist the pupils to see the effect of foreshortening is to take a large sheet of white paper and draw or paint heavy parallel lines an inch apart and extending across the entire sheet. Then roll it in the form of a cylinder so that the lines will be parallel to the axis. Stand the

cylindrical roll in an upright position on the table before the pupils and tell them to observe the apparent distance between the lines. The distance between the lines in front will appear the greatest and the distances will appear to diminish as they turn toward the sides.

I would not attempt to teach mechanical perspective to pupils in the grammar schools. The high school is the place to introduce that subject. Working out perspective problems with the assistance of the diagram does not need a trained eye, but rather a mathematical mind. Mechanical perspective is not a very difficult thing to master, and I will try to present the subject in a simple manner in an article by itself in the near future.

### NUMBER LESSONS

Given at Albany Teachers' Training School

No. I.

FIRST YEAR—FIRST SEMESTER—PUPILS' AGE  
FIVE YEARS.

GRACE G. PARSONS

What follows is not one lesson but an outline of the aim of the term's work and of the successive steps in presenting each number. A modification of the Grube methods is followed in the Albany schools, *i. e.*, the addition and subtraction work being lead up to and the processes taught in the first two years (the multiplication and division tables being learned incidentally). The third and fourth year multiplication and division are developed on the Grube plan and the processes taught and applied. This of course is in a nine years' course.

It will be observed that although "a vague whole" *three* is begun with, the next step is not analysis into its elements, but "counting" or "adding" one more. This violates the analytico-synthetic principle of going from the "vague whole" to the parts and back to the clearly comprehended whole. Experience showed us that our way was better apprehended and more successful

with the little ones. Therefore the pedagogical principle was for this special work brushed aside for that which an intelligent and worthful experience showed to be the preferable course.—[C. E. FRANKLIN, *Editor.*]

*Aim*—To teach the combinations and separations from one to five, inclusive.

I. First step.

*Aim*—First, to teach the numbers as wholes—one, two, three, four and five.

Second—To correlate it with language, getting the children to express themselves.

Tell a simple story that appeals to children. "The Three Bears," for instance.

Begin with the number three, as that is familiar to nearly every first year child.

Ask the children to take as many blocks as there were bears in the story. As many as there were chairs, bowls, tables, etc.

Next, ask if any one can tell how many blocks he has. Move blocks back. Ask some one to take one more than three and to tell how many he has. Move blocks back.

Ask children again to take one more than last time and to tell how many he has.

Drill on, taking one, two, three, four and five, until children can readily pick the numbers out as wholes.

In connection with this, teach,

| 1   | 2   | 3     | 4    | 5    |
|-----|-----|-------|------|------|
| one | two | three | four | five |
| One | Two | Three | Four | Five |
| I   | II  | III   | IV   | V    |

as another way of saying one, two, three, four and five.

Keep this on blackboard and teach incidentally.

This gives them a field upon which to work.

II. Second Step.

*Aim*—To teach children to tell simple stories about the combinations and separations.

Begin with "one and one."

Tell some one to take one block. Then give him another. Ask how many he took,

what you did then and how many he has now. Lead him to tell the complete story, Imagine the blocks are apples and tell the story—pears—plums, etc.

Teach "two less one" next.

Ask them to take two blocks, give one away and ask how many are left.

Lead them to tell you in a complete statement. Then apply other names.

Teach combinations and separations of three, four and five in same way, omitting all stories which involve naughts until later.

### III. Third Step.

*Aim*—To work toward the abstract.

Teacher holds up one block and asks how many she has. Holds up another and asks, how many. Places them together and asks, how many?

Then, "One block and one block are how many blocks?"

Asks some one to tell her that.

Each combination and separation is then treated in the same way. Statements are given by the children and drilled upon.

### IV. Fourth Step.

*Aim*—Abstract work.

Children are taught to tell the abstract fact "one and one are two." "Two less one is one," etc., first with objects in their hands—then without.

Stories containing naughts are then taught. Drill until children can answer rapidly.

The work has been oral entirely up to this step.

### V—Fifth Step.

*Aim*—Written application.

Stories are written in words, then figures, and read.

Seat work, such as

$$\begin{array}{r} \text{apple} + \text{apple} = \text{apple apple} \\ 1 + 1 = 2 \\ \text{One and one are two} \end{array}$$

### VI. Sixth Step.

*Aim*—Elliptical work.

$$1 + 1 = ?$$

$$1 + ? = 2$$

$$? + 1 = 2$$

Oral and written.

### No. II.

#### TO TEACH NUMBER "SIX."

FIRST YEAR—FIRST SEMESTER—PUPILS' AGE  
5 TO 6 YEARS

ELLA M. HAYES

- a) Development of number as a whole.
- b) Combinations and separations.

As a preparation the pupils undergo a rapid review—abstract—of the combinations and separations in the number *five*.

The teacher asks the pupils to take five blocks; then one more, the children seeing and telling that each has *six* blocks. Then the children are asked to pick out six nuts, six tablets, six sticks, etc. Next they are required to point out objects in groups of *six*.

These have been previously drawn on the board by the teacher. Now they are asked to draw objects in groups of *six*, such as six circles, six squares, six apples, etc., on the blackboard.

When the children can readily recognize the number *six* as a whole, the teacher asks them to separate the *six* objects into "one's" "two's," "three's," "four's," etc., combining the groups each time to see the whole number.

The teacher then directs pupils to take *five* objects. Then *one more*, and asks: "How many have you now?" Answer "*six*," for *five* and *one* are *six*. Another child is asked to give a concrete example containing the combination *five* and *one*, while another writes the combination on the board in words and still another express it on the board in figures.

The combination—one and five—is treated in like manner.

The separations are taught first objectively and then represented in the same several ways as the combinations.

At the close of the lesson in which each group of combinations is taught, there is a rapid abstract test, viz., five and one are how many?  $1+5=?$   $6-1=?$   $6-5=?$

The amount that can be done each day and the length of time necessary to spend on the number *six* will depend on the age and aptitude of the class.

### No. III.

#### TO DEVELOP FOURTEEN.

**SECOND YEAR—SECOND SEMESTER—PUPILS'  
AGE 6 TO 7 YEARS.**

PAULINE E. MAEIN

*Preparation*—Drill on number 13. Review on parts.

*Ex.*—Had 9 apples and got 4 more. How many have I? How many shall I put with 11 to make 13? with 10, 9, 8, etc.?

*Presentation*—Present new number by finding out who is “next door neighbor” to 13. Children tell this readily. Then give the three ways of writing 14.

1. 14.
2. XIV.
3. fourteen.

Have the children write it on the board and ask for its spelling.

Let the children work with splints, telling each child to take one bundle of ten and 4 units. Get from the children how many tens and units there are in 14. Tell a story. If I have \$.14 and spend \$.04, how many will I have? etc.

What can 14 tell us?

Unbind the bundle of splints.

Separate 14 into companies of 2's. How many 2's did you find in your company? How many 2's in 14? How many shoes in 7 pairs? Saw 14 hands on the table. How many children?

Separate into companies of 3's, 4's, 5's to see if it will come out even. 6's, 7's. How many 7's in 14? What is  $\frac{1}{2}$  of 14?

Give examples, as: Had \$14, spent half; how much would I have left? How much would I have spent?

Go back to the tens and units.

Have review of how many tens and units in 14.

Take from the ten, 1, and put it with the

4. Tell the story  $9+5=14$ .

Then its twin  $5+9=14$ .

Tell stories and have the children give you stories, e. g., 14 birds on a tree: 5 flew away. How many were left?

Take 1 splint from the 9 splints. Then  $8+6=14$ .

Had 14 peaches, ate 6. How many were left?  $14-6=8$ . 14 children in a room, 8 were boys. How many girls were there?

Take 1 from the 8, put it with the 6.  $7+7=14$ . Bring out the less story,  $14-1=13$ , etc.

How many more than a dozen is 14?

$$12+2=14. \quad 14-2=?$$

$$2+12=14. \quad 14-12=?$$

How many shall I put with 11 to make it 14? Its twin is what?

$$14-3=?$$

$$14-11=?$$

We now have developed  $10+4$ ,  $9+5$ ,  $8+6$ ,  $7+7$ , and their opposites and taught useful incidental facts.

Now band the 10's.

Next have the children write on the board from the answers of those not at board.

$$10+4=14. \quad 14-10=4.$$

$$4+10=14. \quad 14-4=10.$$

$$9+5=14. \quad 14-9=5.$$

$$5+9=14. \quad 14-5=9.$$

$$8+6=14. \quad 14-6=8.$$

$$6+8=14. \quad 14-8=6.$$

What two numbers just alike make 14? How many two's in 14? How many 7's? Thus have a general summary.

THE man is in his work. All is unstable that is done by a dishonest builder, but an honest mason puts his soul into every stone he lays, and mixes character with his mortar. If Manhattan Island, on which is built the great city of New York, were suddenly depopulated by pestilence, and all her piers and thoroughfares left silent and empty, still would the character of her perished people remain written upon the stilled wheels of her factories, in the squalor of her tenements, in the splendor of her mansions. The shell proclaims the shape and proportions of the thing that once filled its convolutions. So true is this that we are able to trace the spirit and aspiration of dead peoples in the rude ruins of their cities, in the broken monuments of their genius. The Sphinx and the Pyramid reveal the sense of eternity that was on Egypt; the ruins of the Alhambra disclose the delicacy and daring of the Moorish mind; the broken pillars of the Parthenon declare the repose and restraint of the men of Hellas.—*Edwin Markham, in Success.*

THAT best portion of a good man's life,  
His little nameless unremembered acts  
Of kindness and of love.

—*Wordsworth.*

### THE WANDERER

Upon a mountain height, far from the sea,  
I found a shell.  
And to my listening ear the lonely thing  
Ever a song of ocean seemed to sing.  
Ever a tale of ocean seemed to tell.

How came the shell upon that mountain height?  
Ah, who can say  
Whether there dropped by some too careless hand,  
Or whether there cast when ocean swept the land,  
Ere the Eternal had ordained the day?

Strange, was it not? Far from its native deep,  
One song it sang.  
Sang of the awful mysteries of the tide,  
Sang of the misty sea, profound and wide,  
Ever with echoes of the ocean rang.

And as the shell upon the mountain height  
Sings of the sea,  
So do I ever, leagues and leagues away,  
So do I ever, wandering where I may,  
Sing, O my home! sing, O my home! of thee.

—*Eugene Field.*

IT is not the boy who is surrounded by the best implements and tools that ingenuity can manufacture, but an Eli Whitney making a cotton gin in a cellar in the South with the simplest tools, or a Cunard whittling the model of a ship with a jackknife, that makes great industrial discoveries.—*Success.*



NICHOLAS VIGNAU BEFORE THE COURT OF FRANCE

From Baldwin's Discoveries of the Old Northwest

Courtesy of the American Book Company

## In Special Fields

### THE CLIFF HAVEN SUMMER SCHOOL

THE institution of the summer school has become prominent in the educational work of this country, and its influence, growth and practical utility becomes greater and wider each year.



REV. M. J. LAVELLE, LL. D.,  
President. Rector of St. Patrick's Cathedral, New York City

Not alone has it become the meeting place for vacationists who seek to enjoy their leisure hours in an atmosphere of intellectual and spiritual employment, but it has extended its work by establishing courses of study and reading, to be done in the homes of those who have been denied early advantages for an education, or who seek to further their knowledge of some particular study.

As a center of Catholic educational interests the Cliff Haven Summer School, held near Plattsburg, N. Y., on Lake Champlain, is worthy of especial mention. Established ten years ago, it has attracted the attention of the great body of the adherents of that church, and has become national in its scope and influence. The last session was attended by a large, interested and appreciative assembly.

Its management has been so wise and liberal that this institution is recognized today as a positive force in advancing educa-

tional and religious interests of the Catholic Church. It has been blessed by the attention of the Holy Father, Pope Leo XIII; and has the earnest support of the apostolic delegation and the Catholic clergy. It is incorporated under the laws of the State of New York, and chartered by the Regents of the University.

For the execution and extension of this important work, Cliff Haven Summer School has called to its aid as officers, instructors and lecturers some of the ablest and best equipped Catholic leaders of thought in America.

Its session extends over a period of eight weeks. Its program embraces studies in history, philosophy, literature, political science and economics, and in religious doctrines and principles.

The syllabus of this program shows plainly the earnestness of motive, the strength of purpose absorbing its projectors



WARREN E. MOSHER, A. M.,  
Secretary. New York City.

and management—the positiveness of the results accomplished is shown from the fact that Cliff Haven is becoming a household word in intellectual Catholic America.

The active officers are as follows: Presi-

dent, Rev. Michael J. Lavelle, LL. D., New York; first vice-president, Rev. F. P. Siegfried, Philadelphia; second vice-president, Hon. John A. Sullivan, New York; secretary, Warren E. Mosher, A. M., New York; treasurer, Rev. John F. Mullany, LL. D., Syracuse, N. Y.; executive committee, John B. Riley, Rev. M. J. Lavelle, Rev. Thomas McMillan, C. S. P.; Rt. Rev. Mgr. James F. Laughlin, D. D., J. A. Sullivan, Warren E. Mosher; board of studies, Rev. Thomas McMillan, C. S. P.; Rev. F. P. Siegfried, Rev. David J. Hickey, John H. Haaren, Rev. D. J. McMahon.



HON. JOHN B. RILEY,  
Chairman of the Executive Committee, Plattsburgh, N. Y.

The result of such an important movement is apparent to the thinking mind. As a factor in uniting Catholic religious and educational interests in America it is not to be overlooked. But the great work must be and is to bring under the teachings of eminent scholars, with which the Catholic church is especially endowed, a large body of men and women whose time is employed by the duties and cares of our busy American life, to inspire and encourage them to undertake reading and study courses for their improvement and culture.

Then, too, it gives opportunity for the coming together of students and scholars, and affords that uplifting and broadening

influence that comes from personal contact, and the friction of mind upon mind.

As an important adjunct to the work done in summer sessions of this school, courses



Rt. REV. MGR. JAMES F. LAUGHLIN, D. D.,  
Member of Executive Committee.

of study in various branches have been organized to extend throughout the year, to be followed in the home. By the provisions of the charter of the University of the State of New York, degrees may be conferred upon those who follow such courses to completion.



REV. THOMAS MCMILLAN, C. S. P.  
Chairman of Board of Studies.

We are permitted, through the courtesy of the management, to give in this article half-tones of some of the earnest men associated with this institution.

## Editorials

WE want ten copies each of NEW YORK EDUCATION for April, 1898, June, '98, and June, 1900. If any of our readers have these issues and are willing to sell them, they will oblige by sending a postal card to that effect addressed to Mr. C. E. Franklin, 81 Chapel Street, Albany, N. Y.

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WE again take occasion to recommend a good pedagogical book to our readers. This time it is White's "Art of Teaching." Dr. White has modified his original ideas to conform to those of later development. We think upon the whole that he has presented a view and plan of methods that will be respected and appreciated by the progressive teacher as well convincing to those a little slower to accept new ideas, who have confidence in Dr. White as a rationally conservative educational authority.

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THE city of Chicago has made a general cut of principals and teachers' wages to the extent of over a million dollars. If this cut reduces the teachers wage below what they ought to get to live properly in a city like Chicago, this act is unfortunate for the children, the parents and the taxpayers of that city.

If the wage fund for teachers in that city was so much greater than the actual proprieties demanded, so that, the cut having been made, the teachers are still receiving their due, then things must have been rotten indeed in Chicago.

We are inclined to believe, however, that the act was one of those fits of false economy that sometimes takes possession of communities. The thought occurs, could it be possible that the teachers are being punished for the success of their Federation in securing an equalization of taxation?

WE carry this month as our leading article an excerpt from an estimate of Horace Elisha Scudder, by Thomas Wentworth Higginson. We take this occasion to express our own tribute to his work for our schools through his editorship of what is known as the Riverside series of supplementary readers, used in our secondary and elementary schools. The idea of such reading in our schools is now an accepted commonplace and most publishing houses have a series of books for such purpose. But the Riverside Series was the forerunner of all this and to-day the magnificent list it includes is a tribute not only to the enterprise of Houghton, Mifflin & Co., its publishers, but to the interest, good judgment and faith in the aims and aspirations of our American school men on the part of H. E. Scudder. Nothing but the best for our children was his unswerving position, and the way the country at large has in a comparatively short time been educated up to accepting and availing themselves of this, must have been as gratifying as it was creditable to

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EVERY one of our readers should get hold of the article in February *World's Work*, entitled "Plain Words about Teachers' Wages," by the well known school man and writer, William McAndrew, of Brooklyn. Mr. McAndrew has done yeoman's work in the cause—we were going to say of good wages for teachers—but prefer to put it of good teachers for the taxpayers' children, because one is consequent upon the other. We know his spirit in the work is still strong and a perusal of the article will show that his pen is as eloquent and convincing as ever. That there is need for keeping his point of view before the public is shown by the recent action of the Chicago school board referred to in this month's editorial column. It ought to be understood that

Mr. McAndrew is no "dub" teacher, no mere place-holder, pursuing a semi-political agitation for easy wages, but a high-toned, scholarly gentleman whose university and other professional study put the stamp upon his scholarship, whose career as private secretary to the railroad magnate, James J. Hill and in the traffic department of one of the great western railroads, vouches for his practical business mind, and whose work as a principal of elementary schools, superintendent of city systems, as well as his principaship of the Pratt Institute, of Brooklyn, N. Y., attest his rank in educational work.

Among other good things which this article contains Mr. McAndrew writes:



PRINCIPAL WILLIAM MCANDREW

"The American people, when it speaks through the orator and the essayist, says it wants from the schools, intelligent, patriotic, healthy, and happy citizens. There is no building or apparatus or curriculum or system that can turn out such a product unless in connection with it there are intelligent, patriotic, healthy, and happy teachers. It seems unnecessary to suggest that you must give teachers the means of supplying themselves with these fine qualities. They cannot obtain these means except from you. Teachers cannot, in appreciable numbers, establish schools of their own and by tuition income get more money in order to live

happily, for you, the American public, have a monopoly of the education business. You are practically the only employer. You can and do pay what you please. Your present discontent with education, awakened by the rise of anarchism, is largely due to your own treatment of your teachers. It does not matter how enthusiastic and hopeful are the teachers you may get every year fresh from the training schools. Unless you treat them well they are bound to deteriorate. You know how true this is of a horse, or a flower, or even of an automobile; but you seem to think teachers can live by a law different from that of other organisms. Pause and think that the pauperizing of teachers in any community is a constant menace, not only to the community that commits the sin, but to every community to which the pupils of such teachers go. What you think you save from teachers you lose, not only in their service, but on hospitals, courts and jails."

Mr. Walter H. Page, editor of the *World's Work*, commenting on Mr. McAndrew's article, very pertinently says: "The foremost need is of more capable men and women in the school room. A great teacher makes a great school; but most men and women who might become really great teachers are not now in the public schools because they cannot afford to be. We yet entrust our children to less skillful training than any other highly bred animals."

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#### COLUMBIA'S PRESIDENT

It is difficult to add anything to the many deserved words of approval that have been given by the American press to the selection of Dr. Nicholas Murray Butler as president of Columbia University to succeed Mayor Seth Low. We believe that it was the wisest thing Columbia could have done. We know Dr. Butler will enjoy his work. We have all confidence that from an educa-

tional point of view it will be highly successful. Indeed we are told that the institution has already taken on more of an academic air and spirit than heretofore. We trust that in the other lines of university work, Dr. Butler will be equally successful, and that it may be his lot to do a vast amount of good for Columbia, New York City, and the country at large.

It is unnecessary for us to expatiate upon Dr. Butler's great service in the cause of education, or to point out his special fitness for the position to a clientèle of educational readers. If there are any not familiar with his career and service, we refer them to our issue of October, 1899, which contains a



NICHOLAS MURRAY BUTLER

splendid sketch of Dr. Butler and his career written for us by Dr. William H. Maxwell, City Superintendent of New York schools.

It may not be generally known that Dr. Butler has hitherto refused numerous invitations to accept college presidencies and to preside over several important universities as well. Not only this, but he has been offered and declined commanding positions in the business and financial world which most men would have jumped at, and at salaries, compared with which that of a university presidency is insignificant and which seem to the average person something princely. But no, his training, his ambition,

and his bent of mind were for educational work, and to educational work he has remained steadfast. There is something positively heroic in a young man of distinguished antecedents, the ripest culture, of the highest social standing, with means to hold his own in any walk of life, thus refusing to be swerved from his life purpose by any honors or emoluments. In a way he has been rewarded for this steadfastness of purpose by his promotion at Columbia, and we believe a greater reward is yet to come in the increased usefulness which will be his in his new position.

We think we voice the general sentiment of the younger element in educational work in this country when we say that his selection to Columbia's presidency was felt as a personal honor by them all, and that it will be an inspiration to them to more steadfast and higher endeavor in their work.

We have had high hopes of Columbia in recent years. Dr. Butler's selection gives us greater confidence that their hopes will be realized.

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#### STATE SCHOOL LEGISLATION

We take off our hats to Governor Benjamin Odell and Speaker S. Fred Nixon for their open and determined stand in the matter of an increased appropriation for the common school fund and an increased quota for rural schools. Notwithstanding the adoption of the Compulsory Education Act in the middle nineties, bringing into our schools a greatly increased attendance, and the greater cost of instruction due to the necessity of securing professionally trained teachers and the increased equipment required nowadays for our work, the common school fund has not been increased since 1891.

It gave one a novel and stimulating feeling to read a governor's message that in positive language and with clear and con-

vincing argument took a pronounced position on a public school question in line with the opinions of those active in educational work. It was likewise gratifying to have the Speaker of the Assembly leave his desk to present a carefully thought out and earnest statement in favor of the governor's recommendation and lend all the weight of his high position to the bill providing for this step.

We are pleased with this legislation because of the good it will do for New York State system. We are especially pleased also because we have persistently advocated this step for several years past, carrying in our last September's number a particularly strong plea for this action by Commissioner E. B. Whitney, of Chenango Forks, N. Y. We are told that the circulation of Commissioner Whitney's article was practically the means of bringing the matter to a focus.

We understand that the bill, as it will be amended, will provide for an increase of \$250,000 in the common school fund and calls for an addition of \$50 to the quota of each district having a valuation of less than \$40,000, and \$25 for districts having a valuation over that amount. We understand also that the fear is expressed by some union school and high school men that the effect of this will be to unduly favor communities which are at present apparently indifferent or laggard in providing good schools.

We think the amended bill will remove this objection and, that whatever there may be left of it, is disposed of by the bill of Assemblyman Merritt, of St. Lawrence County. This permits townships and counties to provide for a uniform tax rate for all districts or towns—each district or town to send yearly an estimate of the amount required for its school—the expense being a town or county tax, as may be. This will pave the way for free rural high school instruction, township high schools and the township system, whenever desired. It will not weaken, but strengthen, good school

towns and will uplift those now delinquent. It would be well if the bill provided for the election of the hiring or executive school authorities of the various districts, at the town meetings. However, both bills are great steps in advance. Mr. Merritt, author of the optional township bill, a son of General Merritt, one of the founders of the Potsdam Normal, is a Harvard graduate and a young man of great power and force, and we look to him to succeed in putting his bill through.

The next step that this magazine has suggested is the enactment of a requirement that each rural district's quota shall be \$160, and that the district must raise an equivalent amount. This would give a teacher's wage of \$10.00 a week for thirty-two weeks in the year, and would result in the rural schools having a better and more permanent class of teachers, since under these circumstances many normal graduates would be willing to go back to teach in their own neighborhoods.

The other proposition that this magazine proposes to keep hammering away on is a State fund for good schools for rural districts. We have our Good Roads Fund, and it is our belief that there is not only equal need for such a fund for good rural schools but also that the existence of these good schools will increase and help along the movement for good roads. An annual appropriation of \$60,000, to be given in sums of \$1,000 each to the school district or school districts that will duplicate the amount, through their county boards of supervisors, their township or district, would soon give this State rural school buildings that would not only be a credit to the commonwealth, but would result in better schools, a more general school interest, a greater demand for good roads, and secure not only a general improvement of the tone, but a building up in population and wealth, of the rural portions of the State.

## General School News

John D. Rockefeller has announced that he will double all sums up to \$200,000 for the extension of the facilities of Vassar College.

Dr. Edward D. Perry, Professor of Greek, Columbia University, has succeeded Dr. Nicholas Murray Butler as dean of the School of Philosophy.

New York City has a unique feature in its educational work. At the Chinese quarter a kindergarten is maintained. The attendance is about twenty.

Miss Mary Emma Wooley, who was recently installed president of Mt. Holyoke College, is but thirty-five years of age. She is a woman of exceptional learning and culture.

The Washington State Teachers' Association is not satisfied with the alphabet, or alphabets, rather. It asks for an international conference, that shall formulate an alphabet that is adapted to the uses of all languages.

The National Congress of Mothers will be held in Washington, D. C., February 25th to 28th. The meeting is an important one, and the organization may now be regarded as one of the firmly-established institutions of the country. President Roosevelt said of this organization, at its Albany meeting: "Fundamentally, the questions of love and confidence between parents and children underlie the whole social system—not only underlie but are. Our civil life in the long run will rise or sink as the average family is a success or failure. All questions of social life will solve themselves if the children are brought up to be the highest they are capable of being, if our social and family relations are as they should be; if not, no material prosperity, no progress in literature, art, success in business or victory in war will make up for it to the nation."

The Cornell University Register for 1901-1902 shows that there is a gain in attendance of 334, the total to date being 2,792, as against 2,458 at this time last year. The university now shows the largest registration ever reached in its history; 454 degrees were conferred in June, 1901, making a total of 6,086 degrees conferred by the university. The faculty also shows a large increase. It consists of 353 professors, etc., against 327 last year. The new professors are Professors Sterrett, Fetter, Irvine, Durham, Norris, Mott, Chamott, Hartwell, Clark, Coolidge and Winans.

The Department of Business Education of the N. E. A. of which Prof I. O. Crissy, of Albany, is president, have already gotten matters underway in preparation of their program. The president says of this meeting, that it is the intention to make it a most important one in fixing a practically uniform course for business education in public schools.

The educational forces of Minneapolis, as well as the citizens of that interesting metropolitan city, fully appreciate the honor of entertaining the National Educational Association next July, and are now fully organized for the work incident thereto. All of the 863 instructors in the public schools of Minneapolis have already agreed to become members of the association, and the teach-

ers in the university, as well as the private schools, seminaries and business colleges of the city, have signified their intention to become members at the time the association convenes. The work of arranging for this convention, as for all other conventions that come to Minneapolis, is under executive charge of the convention and public entertainment committee of the Minneapolis Commercial Club, an organization composed of nearly 1,000 of the business and professional men of the city, and is composed of the following: General Convention Committee—Wallace G. Nye, chairman; John A. Schlener, Charles M. Jordan, Alfred W. Paris, Newton F. Hawley, Conway McMillan, Henry Deutsch, Sven Oftedal, Charles S. Dever.

### NATIONAL EDUCATIONAL ASSOCIATION.

By the decision arrived at by the executive committee the next annual convention of the N. E. A. will be held in Minneapolis, Minn., July 7-11, 1902.

The City of Minneapolis has already formed extensive plans for the entertainment of the association, and all indications point to a large and successful convention.

The various railway lines terminal in Minneapolis will offer special excursion rates following the convention to all western and north-western points, which will probably include the Rocky Mountains, Yellowstone Park and the north Pacific coast.

The membership of the association for the current year is larger than was indicated by the registration at the Detroit meeting, which was very greatly reduced by the new plan for the deposit of tickets with train conductors and the consequent relief from the necessity for registration. Moreover, the attractions of the Pan-American Exposition and the facilities offered by the railroad and steamboat companies for going directly through to Buffalo without stop—tickets being deposited with train conductors—operated to reduce the Detroit registration.

The railroad companies, however, have carefully and honorably protected the interests of the association by collecting and turning over to us all membership coupons which escaped registration, amounting to 2,640 coupons. The membership for the year computed as in other years will be approximately as follows:

|   |       |
|---|-------|
| Registered membership at Detroit.....                           | 5,925 |
| Mem. coupons collected and turned over<br>by Joint Ry. Agt..... | 2,640 |
| Active members, not at Detroit, paying dues .....               | 1,700 |

Total..... 10,265

It is worthy of note that over 600 new active members have been added to the list during the year, bringing the enrollment in that class to over 2,800, and that nearly 1,200 active members were present and enrolled at the Detroit meeting.

## In the Schools of the State

### AT LARGE

Governor Odell and State Superintendent Skinner were both in favor of observing the birthday of the late President William McKinley in our schools. But Superintendent Skinner did not favor the collection of money from school children towards the enlargement of the memorial fund. He said: "Wednesday, January 29, will be the fifty-eighth anniversary of William McKinley's birth. As a state, and as a nation we are still under the shadow of the great sorrow occasioned by his untimely death. The Governor of our State, in a recent proclamation, recommends the observance of this day, in our schools. I heartily indorse the recommendation of the Governor, and urge school authorities throughout the State to provide for the proper observance of the day with such appropriate exercises as may be arranged within the limited time at their command. The day cannot be considered a holiday, and should not be made the special occasion for soliciting funds from school children for the erection of a monument. Our great State can be depended upon to do its share toward this movement without resorting to contributions from school children for that purpose. Let the day be observed in memory of a beloved President, who was a firm and faithful friend of the public schools. Let us hold his blameless life and distinguished services in grateful remembrance, and in our sorrow be thankful that his life and character will form a part of American history."

Charles R. Skinner, Superintendent of Public Instruction, has certified to the Comptroller the apportionment of the public school moneys to the several counties and cities of the State as follows: For teachers, \$3,277,424.16; according to population, \$314,159.55; for library purposes, \$51,500; for supervision in cities and villages, \$89,800; for Indian schools, \$3,416.20; for contingent fund, \$5,200; for State teachers' library, \$5,000; total, \$3,746,500.

The thirteenth annual dinner of the General Association of Graduates of the New York State Normal Schools was held recently in New York City. Charles O. Dewey, of Cortland, N. Y., president of the association, acted as toastmaster, and the principal speaker was City Superintendent of Schools Maxwell, who responded to the toast, "Training of the New York State Normal Schools and License Requirements of New York City." Other speakers were Mrs. Mary L. Eastman, of the faculty of the Jamaica Normal School, and Prof. Oliver D. Clark, of the Boys' High School, Brooklyn. Lieutenant-Governor Woodruff, who was to respond to the toast, "The Empire State," and Charles R. Skinner, State Superintendent of Education, sent their regrets. The officers elected for the ensuing year are: Miss Bertha E. H. Berkert, from Oswego school, of Hastings-on-Hudson, president; Dr. David Eugene Smith, of Columbia University, first vice-president; Oliver D. Clark, from Genesee school, of the Brooklyn High School for Boys, second vice-president; Fred A. Duncan, from Albany school, of 840 East 14<sup>th</sup> street, Manhattan, recording secretary; Fred

Graham, of 121 West Sixty-fourth street, Manhattan, corresponding secretary, and Arthur C. Hoff, from Plattsburg school, of Tuckahoe, treasurer.

### COUNTIES

**Albany.**—Supt. Edward Hayward, of Cohoes, recently gave a lecture on "New York and the Hudson River," in the board of education course. The hall was filled, and many who desired admittance could not get in.—The recent meeting of the Entomological Society of Albany was addressed by Prof. Onderdonk, of the high school, and Prof. E. P. Felt, the State Entomologist.—Miss Katherine V. Rankin, teacher of drawing in the Albany high school, has a very creditable showing of pictures and casts at her room in the high school building. Her room is a model one in its arrangement.—The officers of the Alumni Association of the State Normal College for the ensuing year are: President, Rev. Herbert C. Hinds, Albany, class '97; first vice-president, Marcus A. Weed, Brooklyn, '63; second vice-president, Myra S. Ingalsbee, Albany, '84; third vice-president, William B. Aspenwall, Albany, 1900; secretary, Anna E. Pierce, Albany, '84; treasurer, Byron M. Child, Albany, '79; executive committee, for three years, Albert N. Husted, '55; Ida M. Isdell, '84; E. Hannahs, '84; to fill vacancies, two years, Leon M. Burdick, New York, '80; one year, George G. Grout, '97, Albany.—The many students of the burned Sacred Heart College, at Cohoes, have applied for admission to the public schools. It will require added teachers and facilities to accommodate them.—The Albany Teachers' Association has elected: President, Charles W. Cole; vice-president, Almon Holland; secretary, M. Louise Burdick; executive committee, two years, Patrick H. McQuade, Nellie B. Combs; one year, John E. Sherwood, Mary G. Smith; three years, Frank P. Husted, Margaret J. Graham. At its recent meeting the proposition to dissolve the organization was tabled for one year. The treasurer's report showed that there was \$13,205.55 to the association's credit in the banks. The present membership is 265. The purpose of the association is to create a fund for the retirement of aged or disabled teachers, but unless the city gives its aid the plan will eventually fail. According to the by-laws of the association, a teacher is permitted to retire after thirty years' service for women and thirty-five years for men, and that they shall be entitled to a yearly sum equal to one-half of their respective salaries at the time of their retirement. The annuity is not to exceed \$600 in any single case, and must be paid monthly.—One of the pleasant events of the year in school circles was the reception given by the teachers of new school No. 12, of which E. E. Packer is principal. A large number were present.—Supt. John Kennedy, of Batavia, made a decided impression upon his audience by his splendid lecture before the Albany Historical Society. His theme was "Robert Morris."—In his twenty-fourth annual report to the Board of Public Instruction, Superintendent of Schools Cole suggests that the tru-

## AMERICAN EDUCATION

ancy law be amended by making the age seven instead of eight, compelling attendance up to the age of fourteen, and inflicting an indeterminate sentence upon incorrigible truants. The number of cases investigated last year was 2,433, or 155 less than the previous year. The cost of administering the law was \$2 706.53. Superintendent Cole compliments the ungraded school for the excellent results which it has accomplished, and in concluding his report, renews his recommendations that promotion to the high school be made according to the opinion of the teachers and not as results of examinations.

**Broome.**—There have been a number of changes in the teaching force of the Binghamton schools. Miss Caroline Russ was unable to accept her appointment to teach in the Carroll street school and Miss Margaret A. Hogan, a graduate of the Cortland Normal School, will fill the vacancy thus caused. Among the new teachers are Miss Lida Taft, a graduate of the Genesee Normal School, at the Laurel avenue school; Miss Mary Howard, who holds a ten-year first grade certificate, at the Vevier street school; Miss Mabel Treadwell, of the Cortland Normal School, and Miss Anna Dunn, of the Oswego Normal School, at the St. John avenue school. Miss Clara Hillsley, of the Alfred street school, has resigned to accept a position in Brooklyn. Miss Margaret Crowe, who was appointed to teach in the Robinson street school has been transferred to fill the vacancy caused by this resignation, and Miss Anna Davis, a graduate of the Oneonta Normal School, will fill the vacancy caused by the transfer of Miss Crowe. The resignation of Miss Grace H. Landfield takes effect to-day and Miss Alice Wadsworth will fill the position of teacher in mathematics at the high school.

**Cattaraugus.**—The Western New York Home for Children, at Randolph, was destroyed by fire recently. The home is located about midway between the two villages of Randolph and East Randolph. It had its inception in the mind of the Rev. Charles Strong, chaplain of Sing Sing prison in 1876. While there his attention was directed to the neglected and vagrant children of the criminal classes, and he determined to found a home in the rural neighborhood away from the crowded and tempting influences of the cities. He had the hearty co-operation of many benevolent people and the home was founded on September 29, 1877.

**Chautauqua.**—Miss Grace McKinstry, teacher in modern languages, history and academic subjects in the Fredonia Normal School, has been granted a six months' leave of absence. She will take up a post-graduate course in the Teachers' College at New York city. Miss Maude Babcock, of Dunkirk, will take her place until her return.

**Clinton.**—In his recent report, Supt. Frederick H. Davis, of the Plattsburgh schools, devotes considerable space to the subject of free text-books, giving the opinions of many educators upon the subject. His recommendation upon the subject of school sessions is partially as follows: "I would suggest that you change the length of the school sessions, extending that of the morning to

twelve o'clock and shortening that of the afternoon to three or three-fifteen. I believe that the practice of keeping or even allowing pupils to remain after the close of the school session should be discouraged, especially in the higher grades where students, as a rule, exercise the mind at the expense of the body. According to the opinions of physicians who have made repeated tests, a pupil loses as much of physical vitality during the last hour of the school day as during all that precede. This is equally true of teachers. Both pupil and teacher would be better prepared for the work of the morrow if they would 'shut up shop' at the close of the day's session and take three or four hours of rest and recreation."

**Erie.**—The new West Side high school building at Buffalo will be a splendid modern structure, and a fine addition to the school edifices of which that city can already boast.—Miss Harriet A. Gies has been appointed principal of school No. 16 at Buffalo.—The Buffalo *Times* is bringing the schools of that city closer to the patrons by illustrated write-ups of them. It is a commendable thing to do.

**Essex.**—Fred V. Lester is president of the Champlain Valley Educational Council. The annual meeting was held at Ticonderoga recently, and below we give the important discussions: Friday afternoon, February 7—2:30: Defects in the Schools, from the parent's standpoint, Mrs. H. D. Hoffnagle, Ticonderoga; from the teacher's standpoint, Miss Eleanor Blanchard, Port Henry; from the professional man's standpoint, E. F. Preston, M. D., Ticonderoga. The Teaching Supply, from training classes, Supt. E. W. Griffith, Glens Falls; from Normal schools, Prin. George K. Hawkins, Plattsburgh; from colleges, Ralph W. Thomas, Professor of Rhetoric and Public Speaking, Colgate University, Hamilton. 8:20. Address, "The United States as a World Power," Hon. D. E. Ainsworth, of the State Department of Public Instruction, Albany; The Teachers Supplied, from the principal's standpoint, Prin. A. A. Laverty, Ballston; from the commissioner's standpoint, Com'r Alexander McDonald, St. Regis Falls; from the superintendent's standpoint, Supt. W. W. Howe, of Whitehall; The care of the schoolhouse and surroundings, Supt. Thomas R. Kneil, Saratoga.

**Genesee.**—Prin. E. L. Roberts, of Alexander, and Miss Mabel Bauer, of Batavia, were married January 23rd.—The Genesee county school principals have organized a County Principals' Association, the object of which is to meet the first Saturday in each month and discuss matters pertaining to school work. There are several organizations of the kind throughout the State taking up the work in different ways. None that we know of are doing better than those meeting often to informally discuss school problems.

**Madison.**—The Madison County Principals' Association met at Earlville. The officers are: President, Prin. A. D. Bailey; vice-president, Prin. E. A. Miller; secretary and treasurer, Prin. W. M. Fort. The following program was given: Address of welcome, Prin. F. M. Markham; response, Prin. E. A. Miller; paper, Prin. William

M. Fort, "The Relation of the Principal to the School, the Community and the Board of Education," discussion, led by Principal Edgerton, Principal Kelly and E. S. Winchell; paper, Supt. A. W. Skinner, "What is the Best Method of Review," followed by five-minute discussions from others; paper, Principal Ensign, "Discipline," followed by five-minute discussions.—Miss Edith A. Farrell, one of the teachers of the Oneida high school, has tendered her resignation. It is Miss Farrell's purpose, if the resignation is accepted, to leave about the first of March for Santiago, Chili, where she will be engaged as teacher in a mission college for ladies.

**Monroe.**—At the fourth annual banquet of the Cathedral School Association, held at Rochester, Bishop McQuaid addressed the members. He advocated the formation of a national association of the Alumni of all Catholic schools in the United States.—School 29 at Rochester was closed for a few days, owing to the freezing of water-pipes.

**Montgomery.**—Lillian L. Green, of Fort Plain, has been appointed head teacher of music in the School for the Blind, at Batavia, at a salary of \$900 a year.

**Nassau.**—The directory of the Nassau county schools reflects in fair measure the progressive administration of Com'r James S. Cooley, the compiler. It gives, besides a list of the teachers, much information regarding the schools, and many cuts of buildings and class-rooms. A school in Commissioner Cooley's county won the Wadsworth \$100 prize for the best kept school grounds.

**Oneida.**—A course of lectures has been arranged in the high school extension work of Utica academy and is attracting fair audiences. Miss Anna M. Bingham, teacher of English and history, and Miss Jessie H. Bingham, teacher of drawing in the local schools, were among those upon the course.—Prof. George A. Watrous, teacher of English in the Utica academy, has been granted a leave of absence on account of ill-health.—Prim. Martin Hasbrouck and his corps of teachers of school No. 21, West Utica, deserve much credit for the fine appearance of their school-rooms, made so by pictures and casts.—Pres. M. Woolsey Stryker announces that sufficient funds have been raised to complete the Hall of Commons, of Hamilton College.—The contributions for the McKinley memorial clock for the high school now amounts to more than \$400, toward the \$600 to be raised.—The Harvard Club of Eastern and Central New York had its fourth annual dinner at the Fort Schuyler Club house, Utica, recently. Those present were: Edmund Wetmore, Rev. Percy Grant, rector of the Church of the Ascension, New York; C. A. Horne, W. B. Van Rensselaer, William Barnes, Jr., M. R. Southworth, Albany; Dr. F. J. Kauffman, Judge W. S. Andrews, C. W. Andrews, George Dana, J. D. Pennock, Captain Benham, J. L. King, Syracuse; F. Thompson, Troy; J. Mott, Oswego; Prof. Ira N. Hollis, Cambridge; E. E. Hale, Schenectady; President Merrill, of Colgate University; Prof. E. B. Nelson, Rome; Prof. A. L. Goodrich, Prof. Charles W. Hobbes,

Utica free academy; E. D. Brandegee, Charles A. Miller, Charles B. Rogers, H. G. Hart, Jr., Marklove Lowery, William L. Watson, Vedder Brower, Delancey White, Utica. At the annual meeting, Fred G. Fincke, of Utica, was elected president; J. L. King, of Syracuse, vice-president, and W. B. Van Rensselaer, of Albany, secretary and treasurer. A letter of regret from President Roosevelt was read.

**Onondaga.**—At the semi-annual meeting of the trustees of Syracuse University, satisfactory progress was reported in raising the endowment fund of \$400,000, to obtain a like sum offered by John D. Archbald.

**Ontario.**—Owing to ill-health, Dr. Robert Ellis Jones has been compelled to sever his connections with Hobart College, of which he has been president since 1897. He has been in the South since October, trying to recuperate his health,



DR. ROBERT ELLIS JONES

but has not succeeded in doing so. His resignation will be acted upon at the June meeting of the trustees of the college. The administration of President Jones has been marked by an increase in the growth and facilities of the college. His departure is deeply regretted.

**Orange.**—It may not be generally known that Thomas Estrada Palma, the president-elect of Cuba, is a resident of the State of New York, and now a citizen of Central Valley, in Orange county. He has been a resident of that place for sixteen years. He occupies a three-story frame house upon the outskirts of the village, which has been used for ten years as a school for boys. He has supported his wife and six children by teaching a school for boys, and has also served for several years as the head of the Cuban revolutionary junta in New York. He will not go to Cuba until April, and says: "It shall be my aim to strengthen the friendly feeling which exists between Cuba and the United States. \* \* \* \*

There must come in Cuba a period of reconstruction. The material resources of the island must be developed. The fields and plantations which have lain waste must be cultivated anew. Cuba has had enough of politics. She will now go to work. Her resources are great. There will be plenty to do, and the best way to make a people contented and happy is to have work for all."

**Oswego.**—The eleventh session of the Oswego County High School Teachers' Club was held at Oswego. The attendance was not as large as usual. The following program was carried out: Rhetoricals—Why? Why not? What? Who? When? Prof. C. W. Richards, Oswego high school; open discussion, Effect of Number Work in Grades on High School Mathematics, Prin. B. G. Clapp, Fulton high school; open discussion. Prof. C. D. Hill, principal of the Oswego Falls high school, was on the program to read a paper on "Home Life and School Life Correlated." Owing to the lateness of the hour, the reading of the paper was omitted.—Miss Ellen M. Bruce, principal of school No. 10, at Oswego, who has taught half a century in the public schools of this State, is said to be the oldest teacher in point of service in the State. Over ten thousand pupils have been taught by Miss Bruce, her first pupils being followed by their children and grandchildren. Miss Bruce says the years she has spent in the school have been pleasant ones. The Oswego school board intends to take cognizance of Miss Bruce's long service in school No. 10.

**Queens.**—The Freeport school is overcrowded, and the taxpayers will be asked to vote an appropriation for an addition to the same.

**Rensselaer.**—Miss Anna Leach, who has occupied the position of lady principal of Elmira College for nine years, has accepted the position of principal of the Emma Willard School, at Troy, N. Y. Miss Leach is a native of Brockton, Mass., and is a sister of Miss Abbie Leach, who is professor of Greek in Vassar College. After finishing the high school course, she began to prepare for the work of teaching. This comprised special work at Wellesley College and at Cornell University. She was instructor of Drury College, Springfield, Missouri, for some time and while there had for colleagues George B. Adams, now leading professor of history at Yale University, and C. A. Adams, professor of Latin at Dartmouth College. For five years she was at the head of the Woman's College at Halifax, Nova Scotia, and was so successful in building up the institution that when she resigned, the number of scholars had increased fourfold during her term of office.—Prin. William H. Good, of the Bath-on-the-Hudson school, has been elected superintendent of the schools of the newly-enlarged city of Rensselaer. Supt. R. W. Wickham, whom he succeeds, has been an efficient and faithful school officer. He has been made principal of school No. 1, the Rensselaer high school.

**Saratoga.**—Miss Ella Quackenbush, of the Waterford school, has been granted a leave of absence to pursue a course of study at the Albany Normal College.

**Schenectady.**—There has been a large increase in the public school registration of the city of Schenectady, there being an increase of 290 for the present year. The seating capacity of the schools is consequently inadequate.

**Steuben.**—In a recent issue of a local paper, Miss Lillian E. Ostrander, commissioner for the first district of Steuben county, explains the systems, purposes and results of the grade examinations in that county. She says: "With the co-operation of the board of supervisors, the commissioners planned a uniform system for the schools of the county. A circular letter was sent to the teachers of the district schools, asking them to state the number of question slips they would require in order to give each child a printed question paper. In return for these, the teacher was requested to forward to the commissioner for review all papers which she marked 75 per cent. or higher. Schools that would close before the date appointed for the January examination were permitted to have a special examination in December. As the result of the January and December examinations, throughout the county, 10,544 papers were submitted for secondary review, 186 term certificates, and 3,054 pass cards were issued. It was found that a number of the schools would complete the required thirty-two weeks and close before the time set for the June examination; for this reason a smaller number of papers was submitted, but the results were in all respects pleasing. 5,500 papers were sent in. 134 certificates and 1,719 pass cards were issued. The forwarding of the papers for review has led to more careful work on the part of the pupils, and to impartial marking on the part of the teachers. It has enabled the commissioner to come more closely into contact with the work that the pupils in each district school are doing from term to term, and it has called his attention to defects which might otherwise escape his notice. One commissioner takes some of the best papers with him in his school visits, and shows them to pupils who may be inspired to improve their own work. Another sends a note of commendation when papers are very good. The union schools have been asked to co-operate, and at present twelve of the nineteen union schools in the county are using the 'Course of Study.'"

**Schuyler.**—If the bill passes granting \$150 teacher's quota to districts having a valuation of \$40,000 or less, over fifty schools in this county will be benefitted.—School Commissioner Miller has provided enough papers so that every pupil trying the grade examinations will have individual papers.—Nathan L. Miller, the recently appointed Comptroller of the State, was principal of the Burdett union school about fourteen years ago.—The main chapel in Cook academy, at Montour Falls, has been remodeled and fitted up in the modern shape. The formal opening of the building took place January 10th, when appropriate exercises were held. The exercises were held at 10:30 o'clock. John H. Mason, of Batavia, delivered the address.

**Suffolk.**—Miss Effie A. Patten, assistant principal of the Islip high school, came near losing her life while skating recently. She broke through the ice and sank below the surface. Some high school boys, who witnessed the accident, went to her rescue and pulled her out—Supt. Charles R. Skinner, of the State Department of Public Instruction, has given a second decision against the Board of Education of school district No. 4, town of Harrington, Suffolk county, in directing that Harry T. Mott, Harry Robbins and Frederick Ketchum be given a "sound thrashing." The boys attended the Northport high school and broke the rules of the school. The board last spring decided that the boys should be thrashed. Henry S. Mott, the father of young Mott, appealed to Superintendent Skinner from that decision, and the superintendent sustained the appeal. The Board of Education then voted that the Mott boy should be received, but that corporal punishment should be inflicted on him. Mr. Mott took an appeal from that action. The Superintendent of Public Instruction sustains the second appeal.

**Ulster.**—The New Paltz Normal School, where a class of fifty Cuban girls are being instructed in American methods of teaching, was recently favored by a visit from General T. Estrada Palma, president-elect of Cuba. His visit was made the occasion for a public reception.

#### GREATER NEW YORK

Mayor Low's appointments of members of the school board of Greater New York have been awaited with much interest. The following are the members and the terms for which they are appointed: Borough of Manhattan, twenty-two members—Charles C. Burlingham, Francis P. Cunnion, A. Leo Everett, Jacob W. Mack, Miles M. O'Brien, to Jan., 1903; Thomas B. Connery, M. Dwight Collier, Charles L. Guy, Louis Haupt, Abraham Stern, 1904; Richard H. Adams, Joseph N. Francolini, Nicholas J. Barrett, L. A. Rodenstein, 1905; Arnold W. Brunner, John P. Kelly, Algernon S. Frissell, Robert L. Harrison, 1906; William Lummis, Henry A. Rogers, Edward Van Ingen, Felix M. Warburg, 1907. Brooklyn, fourteen members—John Greene, George D. Hamlin, Albert G. McDonald, 1903; John C. Kelley, George W. Schaeidle, George W. Wingate, 1904; Samuel B. Donnelly, Nathan B. Jonas, Adolph Kiendl, 1905; Frank Harvey Field, William Harkness, Michael J. Kennedy, 1906; Frank L. Babbott, James Weir, Jr., 1907. The Bronx, four members—F. W. Jackson, 1903; John J. Barry, 1905; T. E. Thompson, 1906; Frank D. Wilsey, 1907. Queens, four members—Geo. E. Payne, 1903; G. A. Van den Hoff, 1905; Alrick N. Man, 1906; E. V. W. Rossiter, 1907. Richmond, two members—Charles R. Ingalls, 1904; Samuel M. Dix, 1907.—What is known as the "Principals' Quiz," an informal organization of the younger school-men, has been established. There are no officers connected with this association. Meetings are called, and the school-men get together to discuss various school problems.—There is a movement on foot, started by the Graduates' Dinner Club, of school No. 77, to unite in an

association the Alumni members of New York schools. The object is to gain larger representation on the school board, and thus better the school system.—The formal inauguration of Dr. Nicholas Murray Butler as president of Columbia University will be held some time in the spring. An elaborate program will be given.—The new Board of Education held its first meeting and elected Charles C. Burlingham, of Manhattan, president, and Frank L. Babbott, of Brooklyn, vice-president. An executive committee was elected as follows: Algernon S. Frissell, Charles L. Guy, Robert L. Harrison, William Lummis, Jacob W. Mack, Henry A. Rogers and Abraham Stern, of Manhattan; Frank L. Babbott, John Greene, William Harkness, Albert G. McDonald and General George W. Wingate, of Brooklyn; Edward V. W. Rossiter, of Queens; John J. Barry, of The Bronx, and Samuel M. Dix, of Richmond. Four associate superintendents were elected, as follows: Albert P. Marble, Thomas S. O'Brien, George S. Davis and Algernon S. Higgins.

**Manhattan.**—Exercises were held recently in memory of former principal, George W. Harrison, of school No. 40. Principal Harrison had been connected with the schools of New York city for forty-nine years.—Prof. M. D. Learned, of the University of Pennsylvania, addressed the recent meeting of the high school teachers of German.—The thirteenth annual dinner of the Association of Graduates of the New York State Normal Schools was held recently. Supt. Charles Skinner was upon the program.

**Brooklyn.**—A determined effort upon the part of the school authorities of Brooklyn was made to defer the time for the new charter to go into effect. The people of Brooklyn are yet determined to obtain home rule in the matter of managing their public school system. The scheme has failed, however.—Prin. Charles S. Hartwell, of the Brooklyn Boys' High School, is the promoter of a movement to organize an interscholastic debating association among the schools of New York city.—The Brooklyn Teachers' Association are discussing the matter of a fitting memorial to the late Edward G. Ward.—It is claimed that school No. 43 is the largest school in the world. Dr. C. D. Raine is principal, and the number enrolled reaches 3,800.—Calvin Patterson, principal of the Girls' High School, and long associated with the public schools of Brooklyn, died January 28. He was at one time superintendent of the Brooklyn public school system.—There was a dinner given in the Clarendon hotel, where Associate Superintendent Edward B. Shallow, in charge of the free lectures, given under the auspices of the Brooklyn School Board, was the guest of honor of the lecturers and directors. There were 175 men and women present. Besides Mr. Shallow, the guests included Dr. Henry M. Leipziger, supervisor of the free lectures in Manhattan; Pres. Charles E. Robertson, of the Brooklyn School Board; Dr. Joseph H. Hunt, chairman; Dr. John Harrigan, John R. Thompson and John T. Breen, of the lecture committee of the board. Pres. Miles O'Brien, of the Board of Education, was invited and expected to be present, but sent word that he could not come.

### School Legislation

The Fowler bill, which provides for an increase in the appropriation made by the State to the schools, passed the Assembly without amendment. It is very likely that the Senate will pass the bill, amending it, to give districts of less than \$40,000 assessed valuation \$150 for one teacher, and districts of \$40,000 valuation or above \$125 for one teacher. The text of the original bill is as follows:

#### AN ACT

To amend section six of article one of title two of chapter five hundred fifty-six of the laws of eighteen hundred ninety-four, entitled "An act to revise, amend and consolidate the general code relating to public instruction" relative to the distributive portion of each district quota. *The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

Section 1. Section six of article one of title two of chapter five hundred fifty-six of the laws of eighteen hundred ninety-four, entitled "An act to revise, amend and consolidate the general code relating to public instruction" is hereby amended to read as follows:

§ 6. He shall apportion one part of such remainder equally among the school districts and cities from which reports shall have been received in accordance with law, as follows: Making the distributive portion of each district quota one hundred and fifty dollars. To entitle a district to a distributive portion or district quota, a qualified teacher, or successive qualified teachers, must have actually taught the common school of the district for at least the term of time hereinafter mentioned, during the last preceding school year. For every additional qualified teacher and successors who shall have actually taught in said school during the whole of said term, the district shall be entitled to [another distributive quota;] *an additional sum of one hundred dollars;* but pupils employed as monitors, or otherwise, shall not be deemed teachers. The aforementioned term, during every school year, shall be one hundred and sixty days of school, inclusive of legal holidays that may occur during the term of said schools, and exclusive of Saturdays. No Saturday shall be counted as part of said one hundred and sixty days of school, and no school shall be in session on a legal holiday. A deficiency not exceeding three weeks during any school year, caused by a teacher's attendance upon a teachers' institute within the county, shall be excused by the Superintendent of Public Instruction.

§ 2. This act shall take effect immediately.

Speaker S. Fred Nixon took the floor to answer some who had criticized the measure through the newspapers. His speech was earnest and to the point. He showed very clearly how oppressive the burden of taxation for the maintenance of schools had become in the weak districts, and gave some figures and comparisons that were as startling as they were convincing.

To obtain half-fare rates on street cars for school children in riding to and from school is the purpose of a bill introduced by Mr. Prince in the Assembly. The tickets are to be sold

in lots of ten each and are to be accepted by the companies on days that schools are in session. The penalty for violating the act is a fine of \$25.

### Hypnotic Influence of the Chinese

It is doubtful, however, if any partition of China can be more than temporary. While present conditions prevail the several spheres of influence would doubtless fall an easy prey to the powers claiming them. China has often been invaded before, but her invaders have been absorbed and lost. Conquering hordes have set up dynasties, but the peculiar hypnotic, amalgamating propensity of the Chinese people has destroyed their identity, and they exist to-day only as a strain in the Chinese blood, and such, the Chinese predict, will be the fate of modern invaders.—From No. 28 of the New York Central's "Four Track Series."

No. 28 of the "Four Track Series" will be sent free, postpaid, to any address, on receipt of five cents in postage, by George H. Daniels, General Passenger Agent, New York Central, Grand Central Station, New York.

### DEPARTMENT OF SUPERINTENDENCE

#### NATIONAL EDUCATIONAL ASSOCIATION

Chicago, February 25th to 27th. Reduced rates will be granted for this meeting by the

#### Wabash Railroad

Parties wishing to attend will find it advantageous to select the Wabash R.R. for this trip. Rates are lower than via any other line. Four solid vestibuled trains daily from Buffalo to Chicago.

By taking the Continental Limited train, which leaves New York City daily, 2:45 P. M., via Albany, Utica, Syracuse, Rochester, no change of cars is necessary, as this is a solid vestibuled train to Chicago.

Full information and sleeping car reservations made by addressing,

JAMES GASS,  
New York State Pass. Agt.,  
Buffalo, N. Y.

R. J. KELLEY,  
General Agt., Pass. Dept.,  
Buffalo, N. Y.

### Aboard for Chicago!

We call especial attention to the notice of the Lake Shore and Michigan Southern Railway, in another column. This railway furnishes unexcelled service, and should receive a patronage from those attending the meeting of the department of superintendence of the N. E. A. at Chicago.

## NEW YORK STATE

## UNIFORM EXAMINATIONS

HELD

Thursday and Friday, January 9 and 10, 1902

*Each of the following questions has 10 credits assigned to it unless otherwise specified.*

## ARITHMETIC

## Questions

1. a) Express in the form of a couplet in its lowest integral terms the ratio of 3 in. to 2 rds. b) Write as a decimal fraction  $\frac{3}{8}$  per cent. c) Write in Arabic notation two million three hundred and four hundred-thousandths. d) Write in Roman notation 1902.
2. a) Using a short process, multiply 246 by  $33\frac{1}{3}\%$ . b) Using a short process divide 864 by  $16\frac{2}{3}\%$ .
3. The length of a rectangular field containing 20 acres is twice its breadth. Find the dimensions of the field.
4. A commission merchant remits \$532 as the proceeds of a sale of 200 barrels of apples, his commission being 5%. At what price per barrel were they sold?
5. A boy spent  $\frac{1}{3}$  of his money, lost  $\frac{1}{4}$  of what he had left, and gave away  $\frac{1}{5}$  of what still remained; he then had 50 cents. What had he at first?
6. A man purchased through his broker 20 shares N. Y. Central stock at  $162\frac{5}{8}\%$ , commission  $\frac{1}{8}\%$ ; the stock pays 6% dividend. Find cost of stock, amount of dividend, and rate of income on the investment.
7. What principal at interest at 5% per annum for 3 yrs. 6 m. 9 d. will amount to \$705.75?
8. How many pounds of tin in 400 pounds of gun-metal composed of one part tin and  $5\frac{3}{4}$  parts copper?
9.  $(5946 + 123 + 1.049 + .00912 + 60.003 + 78649) - (600 - .0004) = ?$
10. What is the per cent of loss on a bill of goods bought for \$132 and sold for \$98.50?

## Answers

1. 1:132. .00375. 2,000,300.00004. MCMII.
2. 3) 246.00      864  
          82.00      6  
                      51.84
3. 40 x 80 rds.
4. \$2.80.
5. \$1.20.
6. \$3,255. \$120. .0368+.
7. \$600.
8. 59,259+.
9. 138,179.06152.
10. 25+%.

## GEOGRAPHY

## Questions

1. If the inclination of the earth's axis were 40 degrees from a perpendicular to the plane of its orbit, what would be the width of the Torrid zone?
2. a) What is the leading product of the Philippine islands? b) Name four other important products.
3. What port of South America would a ship enter to obtain a cargo of a) tallow and hides; b) guano; c) niter; d) rubber; e) coffee?
4. Name an important city a) in the Danube basin; b) on the Seine; c) on the Elbe; d) on the Ganges; e) on the Black sea.
5. a) Locate the great mountain mass of Asia. Name a river rising in these mountains and emptying into the b) Pacific ocean; c) Arctic ocean; d) Indian ocean.
6. What a) state, b) lake, c) river, d) bordering gulf, of Africa is crossed by the equator?
7. a) Name four political divisions of Australia. b) Which two are most important?
8. Name one of the five leading states in the production of a) coal; b) iron ore; c) gold; d) sheep; e) cotton and woolen goods.
9. In what river system is a) Lake Champlain; b) Chautauqua lake; c) Mohawk river; d) Delaware river?
10. Name the provinces constituting the Dominion of Canada.

## Answers

1.  $80^\circ$ .
2. a) Tobacco, hemp, sugar or rice. b) Coffee, bananas, oranges, pineapples, spice, indigo, maize, cotton.
3. a) La Plata, Buenos Ayres, Montevideo; b) Callao or Valparaiso; c) Callao, Valparaiso, Iquique; d) Para; e) Bahia, Rio Janeiro and Santos.
4. a) Vienna; b) Paris; c) Hamburg or Dresden; d) Calcutta; e) Odessa.
5. a) South-central part of Asia; b) Hoango-Ho, Yang-tze-Kiang, Amoor, Cambodia; c) Obi, Yenesei, Lena; d) Ganges, Indus, Brahmaputra.
6. a) Kongo State; b) Lake Victoria Nyanza; c) Kongo river; d) Gulf of Guinea.
7. a) Victoria, New South Wales, Queensland, West Australia, South Australia, Northern territory; b) Victoria, New South Wales.
8. a) Pennsylvania, Illinois, West Virginia, Ohio, Alabama. b) Michigan, Minnesota, Alabama, Pennsylvania, Tennessee. c) Colorado, California, South Dakota, Montana, Nevada. d) New Mexico, Montana, Wyoming, Ohio, Idaho. e) Massachusetts, Rhode Island, Connecticut, New Hampshire, Pennsylvania.
9. a) St. Lawrence; b) Mississippi; c) Atlantic slope; d) Atlantic slope.
10. Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island, Manitoba, British Columbia.

## ENGLISH COMPOSITION

## Questions

1. a) Define theme. b) Select one of the following subjects and divide it into paragraph themes preparatory to writing a composition:

The Modern Newspaper.

America's Growth.

"Put Yourself in his Place."

- 2-7. Write a composition from the outline formed in answer to number 1, b).

Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, i. e., the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals and general appearance.

8. What is meant by a) unity in a paragraph; b) variety in a paragraph?

9. Write a letter to a friend, acknowledging the receipt of a Christmas gift.

10. Give one rule by which a) clearness; b) unity; c) strength are secured in a sentence. (Give the rule for only two of the foregoing.)

## Answers

1. a) A theme is the subject or topic to be discussed; or it is the main thought running through a paragraph or composition. b) Answers will vary.

2-7 and 9 will be judged with particular reference to three points: 1) the matter, i. e., the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals and general appearance.

8. a) *Unity* in a paragraph means that the paragraph has but a single theme; all the sentences composing the paragraph shall relate to this one subject or theme which they illustrate and explain. Every sentence must be closely related to the one which precedes or which follows it. b) *Variety* in a paragraph means that the constituent sentences shall differ both in length and in structure. The most effective writ-

ing requires a combination of long and short sentences, the one giving clearness and force, the other dignity and expressiveness.

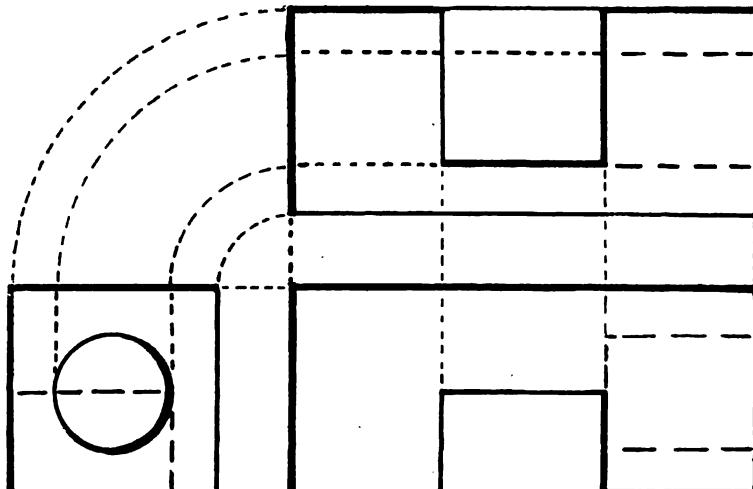
10. a) Observe the natural order of words in an English sentence. Place adverbs, adjectives, phrases or clauses near the words they are intended to modify. Avoid the ambiguous use of pronouns. b) Avoid changing the subject. Avoid using relative clauses in clauses that are themselves relative. Avoid long parentheses in the middle of a sentence. c) Avoid all unnecessary words. Place the most important words in the most important places. Use specific rather than general words.

## DRAWING

## Questions

[NOTE.—Use compasses for drawing circles. Take measurements from ruler. *The measure of all work shall be at least one inch.*]

1. a) Generally, what is the color of shadows cast on snow? b) Define hue.
2. Draw a line six inches long and divide the same into five equal parts, using a geometric process.
3. When should center lines be introduced in connection with working drawings, and projections?
4. Read the projections given, and sketch in perspective to represent the object described.
5. Draw freehand, in parallel perspective, two one-inch cubes placed respectively 1" and 3" to the left of the C. V. with the lower front base lines on the G. L. Space between E. L. and G. L. 1½".
6. Draw in masses to represent the color values when a light-framed picture is hung against a dark wall.
7. a) What is the degree of the visual angle? b) Explain the method of applying the plan to illustrate PLACE and FORESHORTENING in the picture.
- 8-9. Sketch to represent a group, consisting of a basket turned on its side, two flower pots and a spade. Show light, shade, ground and background.

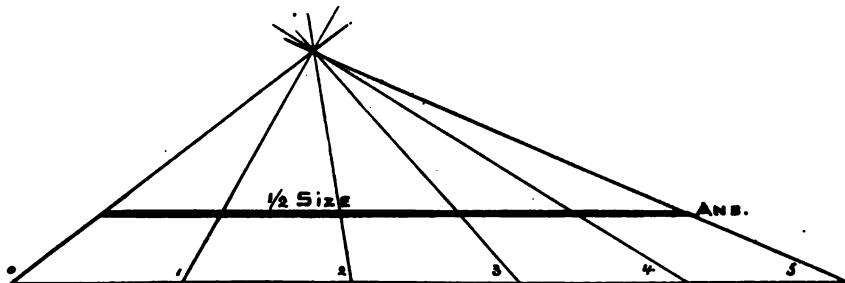


10. Copy sketch.

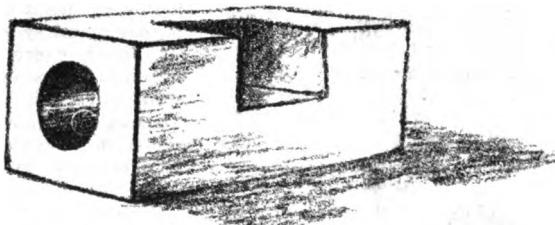


*Answers*

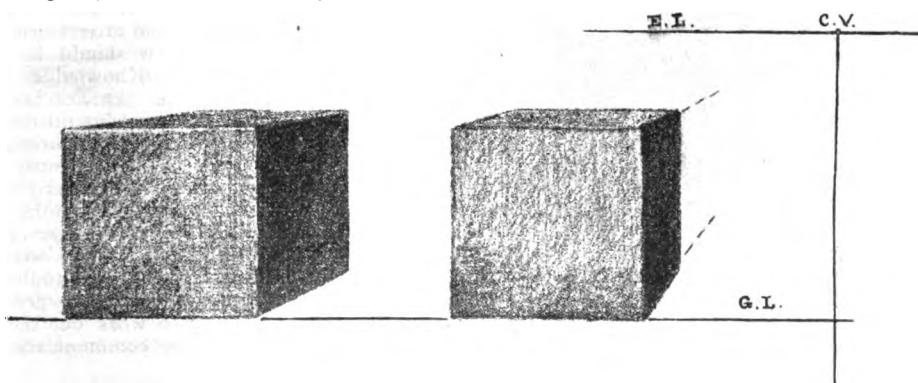
1. a) Blue. b) Any color produced by blending two positive spectrum colors.
2. (See plate). Ans. will vary, ex. given.



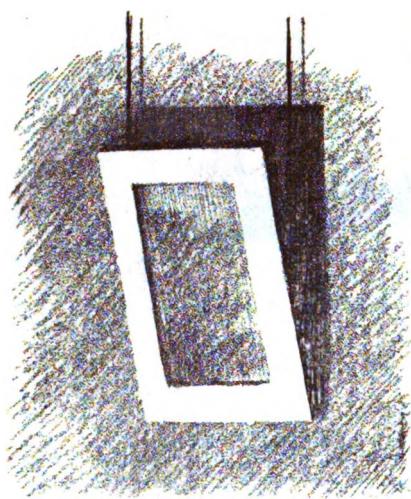
3. Projections wherein curves are considered.
4. (See plate). Ans. will vary in position, ex. given.



5. (See plate). Ans. will not vary.

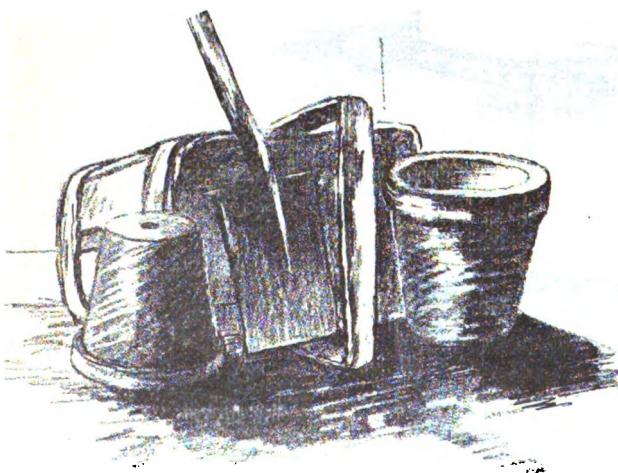


6. (See plate). Ans. will vary, ex. given.



7. a) Sixty. b) By swinging the plan back and same assuming a horizontal position, viewing same through the P. P. The appearance of the objects suggests contractedness, yet the relative positions and proportionate values are unchanged. In demonstration, the method followed is that of connecting all limiting points in the plan to the G. L. by perpendicular lines, thence to C. V. or V. P., third transfer plan measurements to G. L.; from this point of transfer on G. L. carry a line to M. P., the intersection of line carrying to V. P. and measuring line will be the perspective position of the point as found in the plan. This plan of work insures correct relative perspective measurements for all objects and the foreshortening of same.

8-9. Ans. will vary (see plate ex.)



10. Same as question.

## HISTORY OF EDUCATION

### Questions

1. Describe the educational work of the Jesuits.
2. Give two recommendations included in the educational system of Martin Luther.
3. a) Describe the *Philanthropin*. b) State the difference between the German *real-school* and *gymnasium*.
4. What education did Locke propose a) for the sons of gentlemen? b) What for the children of the poor?
5. Give two educational ideas advocated by Montaigne.
6. What was the condition of woman in respect to education in China, India, Egypt, Rome?
7. Make a statement showing how each of the following has been connected with public education: Gideon Hawley, Victor M. Rice, Henry Barnard, Edward A. Sheldon, William T. Harris. (Answer three.)
8. Who is generally credited with first bringing out the inductive method of teaching? Explain what is meant by that system?
9. Mention the characteristic features of any two of the following: *Gargantua*, *Emile*, *The Schoolmaster*, *Institutes of Oratory*.
10. Give a brief account of the life and educational work of Horace Mann.

### Answers

1. The Jesuits originated an educational system that was most successful during the 16th, 17th and 18th centuries. They established schools, colleges, boarding schools, missions and universities. They sought to reach only the youth of the influential classes. Their teachers were carefully trained. The work began with boys at fourteen years of age and in the lower grades consisted entirely of the humanities; while in the higher grades it included philosophy and theology. Memory and syllogistic reasoning were the faculties chiefly exercised; there was no real induction or observation of nature. In 1599 a course of study called the *ratio studiorum* was completed. This afterward was the guide in all their institutions of learning. Emulation was employed; students were encouraged to inform against each other; discipline was mild.

2. Any two of the following: 1) It is an inherent right of every child to receive an education and it is the duty of the state to provide the means for it. 2) Parents are responsible for the education of their children, and attendance should be compulsory. 3) Children should be taught according to nature's laws—Knowledge of the thing must precede its name. 4) Teachers must be trained; they must be of high moral character. 5) Religion is the foundation of education. 6) Education should include language, history, mathematics, and also physical and manual training.

3. a) It was an institution founded by Prince Leopold of Dessau under the direction of Basedow about 1774. The best of teachers were to be employed, the best appliances used and instruction was to be founded on sense—perception. Teachers were at liberty to work out their own methods and they were in communication with

the learned men of Germany. But the institute lasted for less than twenty years and its failure was due to the fact that it was purely secular, too many subjects were included in the course and Basedow himself was in temperment but poorly qualified to lead in such an enterprise. b) The *gymnasium* prepares for any of the four faculties of the university—theology, medicine, law, and philosophy, and it lays particular stress upon the classics; the *real-school* prepares only for the faculty of philosophy, and it emphasizes modern languages and the sciences.

4. a) Reading, writing, drawing, geography, the language of a neighboring country, then Latin, and this should be learned by use. b) Working schools in which the formation of steady habits and preparation for success in industrial pursuits was of more consideration than was intellectual training.

5. "The purpose of education is the training, not of a grammarian, or a logician, but of a complete gentleman." "Not the mind only, but the whole man is to be educated." a) Punishment should be less severe than was customary, school rooms should be made beautiful. b) The training of the senses is important. c) The mother tongue, then a foreign tongue should be learned by conversation. No education of women was contemplated.

6. a) China—education neglected. b) India—excluded, condition worse even than in China. c) Egypt—higher position than in China, mistress of the home, possessed some education, assisted in the education of her children. d) Rome—mother was honored, girls educated in household duties only, yet women had more privileges than ever before.

7. a) Hawley—first superintendent of common schools (1813-1821). b) Rice—first state superintendent of public instruction (1854-1857, 1862-1868). c) Barnard, first United States commissioner of education (1867-1870) editor of *American Journal of Education*, state superintendent of common schools in Connecticut (1849-1854), commissioner of public schools in Rhode Island (1843-1849). d) Sheldon—principal Oswego normal school, pioneer in "object teaching" in America. e) Harris—present United States commissioner of education, author and editor of many valuable works on education.

8. a) Francis Bacon (1561-1626). b) That system that begins with the particular, concrete or thing near and proceeds to the general, abstract or remote.

9. Any two of the following: 1) *Gargantua*—ridicules scholastic methods in vogue and shows the advantage of developing the intelligence over cultivating merely the memory. 2) *Emile*—physical education begins at birth, the senses should be carefully trained, from twelve to fifteen the child should learn the physical sciences by observation, little attention should be given to reading; at fifteen he should learn his social duties and at eighteen the religious emotions should be cultivated. 3) *Scholemaster*—Advocates the method of double translation in learning a foreign language. 4) *Institutes of Oratory*—Oratory is the climax of education, but true oratory conceals itself—no corporal punishment—amusements

turned to account—teachers of good character—individuality of the child should be studied—public schools are preferable to private ones.

10. (1796-1859) Graduated at Brown University, admitted to the bar, served in Massachusetts legislature and in congress, secretary of Massachusetts state board of education, developed the common schools, his Annual Report did much to awaken interest in education, he was instrumental in establishing normal schools. He advocated the idea that every child is entitled to an education, he was president of Antioch College from 1853 to 1859.

## PHYSIOLOGY AND HYGIENE

### Questions

1. What is a) the sclerotic coat; b) the choroid; c) the retina?
2. Explain how the temperature of the body is maintained.
3. Locate a) the biceps muscle; b) the triceps muscle. c) Give the use of each.
4. Describe the structure of the cerebrum.
5. Name four uses of the skin.
6. Locate a) the aorta; b) the jugular veins; c) the portal vein; d) the pulmonary artery.
7. Name four inorganic substances that are constituents of the body.
8. a) In what respect are all alcoholic liquors alike? b) In what respects do they differ?
9. What fluid in the body has chiefly to do with the digestion of a) fats; b) starch; c) albumen?
10. Mention three ways in which the eye is protected.

### Answers

1. a) The sclerotic coat is the outer membrane of the eyeball; b) the choroid is the second, or middle coat of the eye; c) the retina is the innermost coat of the eye.

2. The vital part of the tissues, built up from the food, is oxidized by means of the oxygen carried by the arterial blood to all parts of the body. The waste caused by oxidation must be repaired by an adequate supply of food. The normal temperature of the body is preserved by the action of the perspiratory glands, by suitable clothing, by shelter, and by the quantity and quality of food eaten.

3. a) The biceps, situated on the anterior surface of the arm, arises from the head of the humerus and scapula, and is inserted into the upper end of the radius; b) the triceps is situated upon the posterior side of the humerus and is attached to the ulna. c) The biceps muscle is a flexor of the forearm; the triceps muscle is the extensor of the forearm.

4. The cerebrum is almost completely bisected by a fissure running through it lengthwise, into two equal parts called hemispheres. Both hemispheres are everywhere marked on their outer surfaces with irregular grooves, or convolutions, and are covered by a layer of gray matter, consisting chiefly of nerve-cells. The interior of the brain is composed almost wholly of white substance, or nerve-fibres. These fibres terminate in the gray matter of the convolutions and in the ganglia of the brain.

5. The skin protects the external surface of the body; it is an organ of sensation, of excretion, of absorption, and an accessory organ of breathing.

6. a) The aorta is the large artery which commences at the upper part of the left ventricle, and, after ascending for a short distance, arches backward to the left side, the passes down along the vertebral column; b) the large veins in the neck which return the blood from the head and face; c) the large vein which carries the blood from the digestive organs to the liver; d) the artery which conveys the venous blood from the right ventricle to the lungs.

7. Water, salt, lime, iron, magnesia, phosphorus and potash.

8. a) If taken in sufficiently large quantities, all alcoholic drinks intoxicate, produce a deleterious effect upon the physical organism, and create an appetite or craving for more alcohol. b) Some are the products of fermentation, and some, of distillation. They also differ in the proportion of alcohol which they contain.

9. a) Pancreatic juice; b) pancreatic juice; c) gastric juice.

10. The eyeball rests in a socket called the orbit. This socket is formed by parts of various bones of the head and face and is padded with cushions of fat. The eye is also protected by the eyebrows, eyelids, eyelashes, and lachrymal fluid.

## GRAMMAR

### Questions

1. The victory of Trafalgar was celebrated, in-  
2 deed, with the usual forms of rejoicing, but  
3 they were without joy; for such already was  
4 the glory of the British navy, through Nel-  
5 son's surpassing genius, that it scarcely seemed  
6 to receive any addition from the most signal  
7 victory that ever was achieved upon the seas;  
8 and the destruction of this mighty fleet, by  
9 which all the maritime schemes of France  
10 were totally frustrated, hardly appeared to add  
11 to our security or strength; for, while Nelson  
12 was living to watch the combined squadrons  
13 of the enemy, we felt ourselves as secure as  
14 now, when they were no longer in existence.

ROBERT SOUTHEY.

The first seven questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1. Clauses are principal or subordinate. Subordinate clauses include a) subject clauses; b) objective clauses; c) adjectival clauses; d) adverbial clauses.

2. In naming a clause, include only its unmodified subject and unmodified predicate.

3. In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective adverbial, etc.

4. An object of a transitive verb is classed as a modifier of that verb.

5. In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7. Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or passive voice.

8. In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

*Each of the following questions has 10 credits assigned to it.*

- 1-2. Classify ten clauses as principal, adjective, or adverbial.
3. Define a) regular verb; b) passive verb.  
Select an example of each.
4. Select five adverbial and five adjective phrases.
5. Select three infinitives and give the syntax of each.
6. Select all words which connect clauses and state to what part of speech each belongs.  
(State the line in which each is found).
7. State to what part of speech each of the following belongs: a) *indeed* (line 1-2); b) *such* (line 3); c) *as* (the first one, line 13); d) *British* (line 4); e) *longer* (line 14).
8. Give an example in a sentence of an appositive which is a) a noun; b) a pronoun; c) a clause; d) an infinitive.
9. Give the second person singular of the verb *go* in the present tense of all possible modes.
10. Give the syntax of the nouns in the following sentence: "The rain over, we ventured out." "Ye crags and peaks, I'm with you once again." "He was made captain."

### Answers

1-2. Principal—victory was celebrated; they were without joy. Adjective—that was achieved; schemes were frustrated. Adverbial—such was the glory; it seemed to receive; destruction appeared to add; we felt ourselves; Nelson was living; as (*we feel*, understood) now; they were in existence.

3. a) A regular verb is one that forms its past tense and past (perfect) participle by adding *ed* to the present: was *celebrated*. b) A verb in the passive voice shows that the subject names the thing acted upon: *was celebrated*.

4. Adverbial—with forms, through genius, from victory, upon seas, by which. Adjective—of Trafalgar, of rejoicing, of navy, of fleet, of France.

5. *To receive* modifies seemed; *to add* modifies appeared; *to watch* modifies was living.

6. *But* (line 2) conjunction (co-ordinate); *for* (line 3) conjunction (sub-ordinate); *that* (line 5) conjunction (sub-ordinate); *that* (line 7) pronoun (relative); *and* (line 8) conjunction (co-ordinate); *which* (line 9) pronoun (relative); *for* (line 11) conjunction (sub-ordinate); *while* (line 11) adverb (conjunctive); *as* (line 13, second one) adverb (conjunctive); *when* (line 14) adverb (conjunctive).

7. a) adverb; b) adjective; c) adverb; d) adjective; e) adverb.

8. a) Longfellow, the poet, was much beloved. b) He, himself, shall judge. c) The news that our troops were victorious cheered all hearts. d) It is your duty to obey the rules (In appos. with it.)

9. Indicative, thou goest; potential, thou mayst go; subjunctive, if thou go; imperative, go thou.

10. *Rain* is nominative case, used independently; *craggs* and *peaks* are nominative, used in address; *captain* is nominative, used as attribute complement.

## CURRENT TOPICS

### Questions

1. Name a state educational association which held its annual meeting within the past month and state where such meeting was held.
- 2-3. State the substance of three important topics discussed by President Roosevelt in his annual message to congress.
- 4-5. State the substance of three important topics discussed by Governor Odell in his annual message to the state legislature.
6. State in general terms the report of the Schley court of inquiry.
7. Two members of the president's cabinet have recently resigned. State *a*) the positions which they vacated, and *b*) the names of their successors.
8. State *a*) with what country our government has recently made an important treaty; *b*) the purpose of that treaty.
9. Make a statement of current interest in relation to any three of the following: Li Hung Chang, Count Ito, Cecil Rhodes, Kate Greenaway, General Botha, Lord Pauncefote.
10. *a*) When did the state legislature meet in annual session? *b*) Who was chosen speaker of the assembly?

### Answers

1. *a*) Association of grammar school principals, associated academic principals, training teachers' conference, New York state science teachers' association. *b*) Syracuse.

2-3. On the subject of corporations and trusts, the president points out that the creation of great corporate fortunes has not been due to the tariff nor to any other governmental action, but to natural causes in the business world, operating in other countries as they operate in our own. He holds that the first essential in determining how to deal with great industrial combinations is publicity. The president recommends the creation of a department of commerce and industries, to be represented in the cabinet by a secretary, who shall deal with commerce in its broadest sense. In discussing labor questions the president says he regards it as necessary to re-enact immediately the law excluding Chinese laborers, and strengthen it in order to make its enforcement entirely effective. (Other answers accepted).

4-5. Governor Odell criticises certain features of the management of the state's charitable, insane and correctional institutions, and points out wherein the expense of maintaining them should be reduced.

In discussing the canal question the governor recommends the submission of two propositions to the people for their decision: First, the en-

largement of the locks; second, that the canal be deepened to nine feet on such portions as are now less than that depth.

In the matter of the taxation of mortgages, he suggests that a tax of five mills be levied upon mortgages when recorded, the mortgages, after the payment of one such tax, to be freed from all other levies except the transfer tax. (Other answers accepted).

6. Secretary Long promulgated two reports. The majority report censures Admiral Schley, while Admiral Dewey, in a minority report, sustains Admiral Schley in several particulars.

7. *a*) Secretary of the treasury and postmaster-general; *b*) Leslie M. Shaw, of Iowa, has been appointed secretary of the treasury, and Henry C. Payne, of Wisconsin, postmaster-general.

8. *a*) Great Britain; *b*) to define the rights of Great Britain and the United States in relation to the proposed Nicaragua canal.

9. Li Hung Chang, who died last November, was a distinguished Chinese statesman. During the late rebellion in China, the Emperor issued an edict conferring upon him absolute authority to negotiate with the Powers for peace and for the settlement of all questions growing out of the Boxer rebellion.

Count Ito, Japan's greatest statesman, has recently visited this country, and he was one of the men upon whom Yale University conferred a degree on the occasion of the bi-centennial celebration.

Cecil Rhodes is interested in several great enterprises in South Africa, particularly the projected railroad from "the Cape to Cairo."

Kate Greenaway, an Englishwoman, who died November 8, was famous for her ability as an illustrator of children's books, and she was, as well, an arbiter of children's fashions.

General Botha is the leader of the Boers in their war with Great Britain.

Lord Pauncefote recently signed for Great Britain the new treaty relating to the proposed Isthmian canal.

10. *a*) January 1, 1902. *b*) Hon. S. Frederick Nixon.

## CIVIL GOVERNMENT

### Questions

1. Name three county officers who may be removed by the governor.
2. *a*) In what instrument are the powers of a city defined? *b*) How does the city obtain this instrument?
3. By what authority is war declared?
4. What determines the number of presidential electors to which each state is entitled?
5. *a*) Name three courts of this state; *b*) state whether the jurisdiction of each is original or appellate, or both.
6. Give the powers in impeachment cases *a*) of the United States senate; *b*) of the house of representatives.
7. In the lower house of congress, how is a vacancy in the representation of any state filled?

8. Name two sources of revenue to *a*) the state government; *b*) United States government.
9. *a*) Name a town officer whose term of office is four years. *b*) Give three important duties he is required to perform.
10. Give two duties of the *a*) sheriff; *b*) county treasurer.

*Answers*

1. Sheriff, county clerk, district attorney, registrar.

2. *a*) City charter. *b*) By an act of the state legislature.

3. Congress.

4. The United States constitution provides that each state shall have as many electors as it has senators and representatives in congress.

5. *a*) Justice court, county court, surrogate's court, supreme court, appellate division of supreme court, court of appeals. *b*) All of these courts except appellate division of supreme court and court of appeals have original jurisdiction. All of these courts except justice's court and surrogate's court have appellate jurisdiction.

6. *a*) The United States senate has sole power to try all impeachments. *b*) The house of representatives has sole power of impeachment.

7. The governor of the state in which such vacancy occurs, orders a special election for the district in which the vacancy exists.

8. Tax on corporations; tax on transfers; license fees for sale of liquors; tax on organizations for corporations; fees of public officers; from banks, insurance companies and railroads, for expense of bank department, insurance department and railroad commission. (Several other minor sources may be named). *b*) Duties and excises.

9. *a*) Justice of the peace. *b*) He is a member of the town board, he is a member of the town board of health, he may try civil cases in which the amount claimed is not more than \$200, he may investigate cases in which persons are charged with committing crimes and if sufficient evidence is obtained, commit such persons in default of bail to await action of the grand jury, he may try persons charged with having committed some of the minor crimes.

10. *a*) Appoints deputy sheriffs and other sheriffs. He has charge of the county jail and prisoners committed thereto. He notifies jurors properly drawn to attend courts in and for the county. He must serve all orders, mandates and papers as required by law. *b*) He is the executive of the funds of the county. He must report annually to the county board of supervisors, he must report annually to the state comptroller, he must pay to the state treasurer moneys due the state. He receives the school money due his county from the state, pays the same to the several supervisors in the various towns of the county.

SCHOOL LAW

*Questions*

1. What are the qualifications of a voter at a school meeting as to *a*) age, *b*) residence in the district, *c*) citizenship?

2. How much of the text-book in physiology and hygiene shall be given to the nature and effects of alcoholic drinks and other narcotics *a*) in the grades below the high school, *b*) in high schools?
3. By whom are attendance officers appointed *a*) in cities, *b*) in union free schools, *c*) in towns?
4. What sum of money may a school commissioner order trustees to expend in *a*) alterations or repairs on the school building or outbuildings, *b*) abating any nuisance on the school premises?
5. *a*) When does Arbor day occur? *b*) What exercises shall be observed on Arbor day by the school children?
6. *a*) How many inspectors of election are chosen at a common school district meeting; *b*) what are the duties of the inspectors?
7. How are library moneys apportioned to the school districts?
8. When one district contracts with another for the instruction of its children, what public money does *a*) the former receive, *b*) the latter?
9. Name the date on which the *a*) school year begins; *b*) school year ends; *c*) annual school meeting is held.
10. What is the provision of the school law regarding janitor's work?

*Answers*

1. *a*) Twenty-one years of age. *b*) Must have resided in the district 30 days preceding meeting. *c*) Must be a citizen of the United States.

2. *a*) One fifth of their space. *b*) At least 20 pages.

3. *a*) Board of education. *b*) Board of education. *c*) Town board.

4. *a*) \$200. *b*) \$25.

5. *a*) Friday following the first day of May. *b*) Such as tend to encourage the planting, protection, and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

6. *a*) Two. *b*) Receive the votes cast, canvass and announce the result of the ballot to the chairman of the meeting.

7. Each district is to receive an amount equal to that raised by the district if the amount apportioned the county is sufficient. If the amount apportioned a county is less than amount raised by the districts in such county, then the amount to each district shall be pro rata to total amount apportioned county.

8. *a*) One quota or \$100. *b*) The attendance of such children shall be counted as though they resided in the district and the district will receive public money on such attendance.

9. *a*) August 1. *b*) July 31. *c*) The first Tuesday in August.

10. That trustees shall provide for building fires, cleaning school rooms, and for janitor work generally.

## BOOK-KEEPING

## Questions

[Note.—In writing this paper candidates may use either the single or the double entry system.]  
 1. Define: a) inventory; b) invoice; c) consignment; d) bank discount.

## MEMORANDA

ONEIDA, N. Y., Jan. 2, 1901.

Henry Jones and James Peters have this day formed a partnership in the furniture business. The name of the firm is Jones & Peters and the gains and losses are to be shared equally.

Henry Jones invests merchandise, per inventory \$3,954. Store fixtures \$620. Cash per cash-book \$875.

James Peters invests cash in amount equal to Henry Jones's entire investment, which is deposited in the First National Bank.

Jan. 3. Sold J. J. Snow, on account, 1 dressing bureau, \$22; 1 couch, \$15; 6 dining chairs at \$3; 1 hall stand, \$24. Paid for set of books and stationery, \$10.80.

Jan. 4. Bought of Clark & Long, on account, merchandise, per invoice, \$3,759.25. Received from cash sales, \$32.75.

Jan. 5. Paid 3 months store rent, \$120. Sold to John Henderson, on his note for 30 days, 1 extension dining table, \$24; 6 kitchen chairs at 75c.; 1 book case, R. W., \$45; 1 hall stand, \$18. Paid per check, Clark & Long, \$3,000 on account. Received from cash sales, \$375.50. Paid cartage, \$2.25. Deposited in First National Bank, \$300.

Jan. 7. Sold William H. Smith, for cash, 2 cupboard wash-stands at \$6; 1 hat rack, \$5; 1 dining table, \$17; 1 black walnut crib, \$6. Sold Charles A. Shepard 1 folding bed \$80; 2 easy chairs at \$12.50; 1 rocker, \$15; upon which he paid cash \$50. Clark & Long have drawn on us, in their own favor at 3 days sight, for balance of our account, \$759.25; accepted the same.

Jan. 8. Bought of George Fisher & Co., merchandise, as per invoice, \$2,075; gave in payment our check. Received for cash sales, \$784. Sold to bank John Henderson's note of Jan. 5, 6% discount with our indorsement.

Jan. 9. Paid cash for delivery horse and wagon, \$250. Paid by check, as per our acceptance Clark & Long's draft of the 7th. Received for cash sales, \$294.

2-3. Record in proper books the above mentioned memoranda.

4-5. Post all items that should appear in the ledger.

6. Write note of Jan. 5, and show that it was negotiated.

7. Write draft of Clark & Long, and show firm's acceptance.

8. Write the check by which the draft of Clark & Long was paid.

9. Make for William H. Smith (transaction of Jan. 7) an itemized bill and receipt the same as clerk of Jones & Peters.

10. a) Balance cash-book, b) close ledger accounts.

## Answers

1. a) A list of goods or valuables with their estimated worth. The annual account of stock taken in any business. b) An itemized statement of goods shipped to a purchaser with prices and charges. c) Goods sent to a consignee at one time. d) A deduction made for the payment or purchase of a note before it is due, and is equal to the interest from the time of discounting to the time the note is due.

2-5.

## DAY-BOOK JOURNAL

ONEIDA, N. Y., Jan. 2, 1901.

Henry Jones and James Peters have this day formed a partnership in the furniture business. The name of the firm is Jones & Peters. Gains and losses are to be shared equally.

| 1901<br>Jan. | 2   | Mdse. per inventory.....      | \$3,954.00 |
|--------------|---|-------------------------------|------------|
|              |   | Expense (store fixtures)..... | 620.00     |
|              |   | Cash.....                     | 875.00     |
|              |   | To Henry Jones.....           | \$5,144.00 |
|              |   | Cash.....                     | 5449.00    |
|              |   | To James Peters.....          | 5,449.00   |
|              |   | First National Bank.....      | 5449.00    |
|              |   | To cash.....                  | 5,449.00   |
| 3            | J. J. Snow.....                                   | 79.00                         | 79.00      |
|              | To Mdse. ....                                     | 79.00                         | 79.00      |
|              | dressing bureau.....                              | \$22.00                       |            |
|              | couch.....  | 15.00                         |            |
|              | 6 dining chairs at \$3.00.....                    | 18.00                         |            |
|              | hall stand.....                                   | 24.00                         |            |
|              | Expense (books and stationery).....               | 10.80                         |            |
|              | Cash.....   | 10.80                         | 10.80      |
| 4            | Mdse. (per invoice).....                          | 3,759.25                      | 3,759.25   |
|              | To Clark & Long.....                              | 3,759.25                      |            |
|              | Cash.....   | 32.75                         | 32.75      |
|              | To Mdse.....                                      | 32.75                         | 32.75      |
| 5            | Expense (3 months' store rent).....               | 120.00                        | 120.00     |
|              | To cash.....                                      | 120.00                        | 120.00     |
|              | Bills receivable (John Henderson's note).....     | 91.50                         | 91.50      |
|              | To Mdse.....                                      | 91.50                         | 91.50      |
|              | extension dining table.....                       | 24.00                         |            |
|              | 6 kitchen chairs at .75.....                      | 4.50                          |            |
|              | book case R. W.....                               | 45.00                         |            |
|              | hall stand.....                                   | 18.00                         |            |
|              | Clark & Long.....                                 | 3,000.00                      |            |
|              | To First National Bank.....                       | 3,000.00                      | 3,000.00   |
|              | Cash.....   | 375.50                        | 375.50     |
|              | To Mdse.....                                      | 375.50                        | 375.50     |
|              | Expense (cartage).....                            | 2.25                          | 2.25       |
|              | To cash.....                                      | 2.25                          | 2.25       |
|              | First National Bank.....                          | 300.00                        | 300.00     |
|              | To cash.....                                      | 300.00                        | 300.00     |
| 7            | Cash.....   | 40.00                         | 40.00      |
|              | To Mdse.....                                      | 40.00                         | 40.00      |
|              | Charles & Shepard.....                            | 70.00                         | 70.00      |
|              | Cash.....   | 50.00                         | 50.00      |
|              | To Mdse.....                                      | 120.00                        | 120.00     |
|              | 1 folding bed.....                                | \$80.00                       |            |
|              | 2 easy chairs at \$12.50.....                     | 25.00                         |            |
|              | 1 rocker.....                                     | 15.00                         |            |
|              | Clark & Long.....                                 | 759.25                        | 759.25     |
|              | To bills payable.....                             |                               | 759.25     |
| 8            | Mdse. (bot of Geo. Fisher & Co. per invoice)..... | 2,075.00                      | 2,075.00   |
|              | To First National Bank.....                       | 2,075.00                      | 2,075.00   |
|              | Cash.....   | 784.00                        | 784.00     |
|              | To Mdse.....                                      | 784.00                        | 784.00     |
|              | First National Bank.....                          | 91.00                         | 91.00      |
|              | Discount.....                                     | 41                            | 41         |
|              | To bills receivable.....                          |                               | 91.50      |
|              | Expense.....                                      | 250.00                        | 91.50      |
|              | To cash.....                                      | 250.00                        | 250.00     |
|              | Bills payable.....                                | 759.25                        | 250.00     |
|              | To First National Bank.....                       | 759.25                        | 759.25     |
|              | Cash.....   | 294.00                        | 759.25     |
|              | To Mdse.....                                      | 294.00                        | 294.00     |
|              |   | *                             |            |

## AMERICAN EDUCATION

## CASH BOOK

|                                |                       | DR.        | CR.        |
|--------------------------------|-----------------------|------------|------------|
| 1901<br>Jan.                   | 2 To Henry Jones..... | \$875.00   | \$5,449.00 |
| 2 By First National Bank ..... |                       | 5,449.00   |            |
| 2 To James Peters.....         |                       | 10.80      |            |
| 2 By Expense.....              |                       | 32.75      |            |
| 4 To Mdse.....                 |                       | 12.00      |            |
| 5 By Expense.....              |                       | 375.50     |            |
| 5 To Mdse.....                 |                       | 2.25       |            |
| 5 By Expense.....              |                       | 40.00      |            |
| 5 To Mdse.....                 |                       | 300.00     |            |
| 5 By Bank.....                 |                       | 50.00      |            |
| 5 To Mdse.....                 |                       | 250.00     |            |
| 9 By Expense.....              |                       | 784.00     |            |
| 8 To Mdse.....                 |                       | 1,767.23   |            |
| 9 By Balance.....              |                       | 294.00     |            |
| 9 To Mdse.....                 |                       | \$7,000.25 |            |
|                                |                       | \$7,000.25 |            |

## LEDGER

| DR.          | HENRY JONES |            | CR.  |
|--------------|-------------|------------|--|
| 1901<br>Jan. | c To Bal..  | \$5,449.00 | 1901<br>Jan. , By in-<br>vest-<br>ment. \$5,449.00 |
|              |             |            |  |

| JAMES PETERS |            |            |  |
|--------------|------------|------------|--|
| 1901<br>Jan. | o To Bal.. | \$5,449.00 | 1901<br>Jan. , By in-<br>vest-<br>ment. \$5,449.00 |

## MERCHANTS

|                        |                      |            |                                   |         |
|------------------------|----------------------|------------|-----------------------------------|---------|
| 1901<br>Jan.           | 2 To Hy.<br>Jones .. | \$3,954.00 | 1901<br>Jan. 3 By J. J.<br>Snow.. | \$70.00 |
| 4 To Clark<br>& Long   | 3,750.25             |            | 4 By cash..                       | 32.75   |
| 8 To First<br>Nat. Bk. | 2,075.00             |            | 5 By bills<br>receiv'd            | 91.50   |
|                        |                      |            | 5 By cash..                       | 375.50  |
|                        |                      |            | 7 " "                             | 40.00   |
|                        |                      |            | 7 By stand's                      | 120.00  |
|                        |                      |            | 8 By cash..                       | 784.00  |
|                        |                      |            | 9 "                               | 294.00  |

Cannot balance—No inventory given.

## EXPENSE

|              |                       |            |                                     |
|--------------|-----------------------|------------|-------------------------------------|
| 1901<br>Jan. | 2 To Hen'y<br>Jones.. | \$6.00     | 1901<br>Jan. 9 By bal... \$1,003.05 |
| 3 To cash .. |                       | 10.80      |                                     |
| 5 " "        |                       | 120.00     |                                     |
| 5 " "        |                       | 2.35       |                                     |
| 9 " "        |                       | 350.00     |                                     |
|              |                       | \$ .003.05 |                                     |
|              |                       |            | \$1,003.05                          |

## J. J. SNOW

|              |             |         |                                  |
|--------------|-------------|---------|----------------------------------|
| 1901<br>Jan. | 2 To mdse.. | \$70.00 | 1901<br>Jan. o By bal... \$70.00 |
|--------------|-------------|---------|----------------------------------|

## DR. FIRST NATIONAL BANK CR.

|                        |             |            |                                   |            |
|------------------------|-------------|------------|-----------------------------------|------------|
| 1901<br>Jan.           | 2 To cash.. | \$5,449.00 | 1901<br>Jan. 5 By Clark<br>& Long | \$1,000.00 |
| 3 " "                  |             | 300.00     | 8 By mdse..                       | 9,075.00   |
| 8 To bills<br>rec. ... |             | 91.00      | 9 By bills<br>payable             | 759.25     |
|                        |             | —          | 9 By bal...                       | 5.84       |
|                        |             | \$5,840.00 |                                   |            |
|                        |             |            |                                   | \$5,840.00 |

## CLARK &amp; LONG

|                       |                        |            |                                     |
|-----------------------|------------------------|------------|-------------------------------------|
| 1901<br>Jan.          | 5 To First<br>Nat. Bk. | \$1,300.00 | 1901<br>Jan. 4 By mdse.. \$3,759.25 |
| 7 To bills<br>payable |                        | 7,925.00   |                                     |

\$3,759.25

## BILLS RECEIVABLE

|              |             |        |                                 |
|--------------|-------------|--------|---------------------------------|
| 1901<br>Jan. | 8 To mdse.. | \$1.00 | 1901<br>Jan. 8 By sund.. \$1.00 |
|--------------|-------------|--------|---------------------------------|

## AMERICAN EDUCATION

## DR. CR.

## CHARLES A. SHEPARD

|              |             |         |                                  |
|--------------|-------------|---------|----------------------------------|
| 1901<br>Jan. | 7 To mdse.. | \$70.00 | 1901<br>Jan. 9 By bal... \$70.00 |
| 9 To bal...  |             | \$0.00  |                                  |

## BILLS PAYABLE

|              |                        |         |  |
|--------------|------------------------|---------|--|
| 1901<br>Jan. | 9 To First<br>Nat. Bk. | \$75.25 | 1901<br>Jan. 7 By Clark<br>& Long \$750.25 |
|--------------|------------------------|---------|--|

## DISCOUNT

|              |                        |    |                             |
|--------------|------------------------|----|-----------------------------|
| 1901<br>Jan. | 8 To bills<br>rec. ... | 41 | 1901<br>Jan. 9 By bal... 41 |
| 9 To bal...  |                        | 41 |                             |

ONEIDA, N. Y., Jan. 5, 1901.

6. Thirty days after date for value received I promise to pay Jones & Peters or order ninety-one and 50-100 dollars.

JOHN HENDERSON.

JONES &amp; PETERS.

BACK OF NOTE.

Accepted Jan. 7, 1901.

JONES &amp; PETERS.

ONEIDA, N. Y., Jan. 7, 1901.

7. At three days sight pay to the order of Clark & Long seven hundred fifty-nine and 25-100 dollars.

CLARK &amp; LONG.

To Jones &amp; Peters.

ONEIDA, N. Y., Jan. 9, 1901.

8.

FIRST NATIONAL BANK

Pay to the order of Clark & Long seven hundred fifty-nine and 25-100 dollars.

\$759.25.

JONES &amp; PETERS.

ONEIDA, N. Y., Jan. 7, 1901.

WILLIAM H. SMITH,

To JONES &amp; PETERS, Dr.,

|                                    |         |
|------------------------------------|---------|
| 2 cupboard wash-stands at \$6..... | \$12.00 |
| 1 hat rack.....                    | 5.00    |
| 1 dining table.....                | 17.00   |
| 1 black walnut crib.....           | 6.00    |
|                                    | \$40.00 |

Received payment,  
JONES & PETERS.  
per J. C. S.

10. See cash book and ledger.

## PHYSICS

## Questions

- a) What is the physical unit of matter? b) Give an accepted definition of heat.
- Describe an experiment showing a) the porosity of water; b) that air has weight.
- Explain why some liquids will rise in capillary tubes and others will not.
- Distinguish between the process of annealing and tempering.

5. Name two properties of liquids which make them of great importance in mechanics.
6. Why does the oilcloth seem colder to the touch than a carpet does in the same room?
7. How can it be shown that there are two opposite kinds of electrification?
8. Why can sound be heard more distinctly at a distance when a speaking trumpet is used?
9. Describe an experiment to illustrate the transmission of heat *a)* by convection; *b)* by conduction.
10. Explain why the rainbow is circular.

*Answers*

1. *a)* The molecule. *b)* A mode of molecular motion.

2. *a)* Fill a tube closed at one end two-thirds full of water. Carefully pour alcohol upon the water until the tube is full. Tightly close the open end of the tube and invert it causing the liquids to mix. The mixture will be found to occupy less space than the liquids before mixture. *b)* Exhaust the air from a hollow globe of glass or metal and balance it accurately. Admit air and it will descend showing that air has weight.

3. For a given liquid in contact with a given solid there is a definite angle or contact, in some cases making the surface of the liquid concave in some cases convex. Every liquid behaves as if a thin film forming its external layer, were in a state of tension and exerting a constant effort to contract, reducing the surface to its smallest area; and therefore producing a force directed toward the concave side of the superficial film. Hence when the surface is concave there is capillary elevation when the surface is convex, depression. Or, when the force of adhesion between the liquid and the solid is greater than the force of cohesion in the liquid, the liquid will rise. When cohesion is greater, the liquid will fall.

4. Subjecting a substance as glass or metal, to a high degree of heat and cooling slowly to render less brittle is annealing. Heating a metal, as steel, to a red or white heat and cooling quickly to produce a proper degree of hardness is tempering.

5. *a)* Perfect mobility of constituent parts. *b)* Property of transmitting pressure undiminished in all directions.

6. It is a better conductor of heat.

7. Rub a glass rod with silk and a stick of sealing wax with flannel. Present each to a suspended pith ball; when one attracts the ball the other repels it.

8. The speaking trumpet prevents the sound waves expanding and so from losing intensity.

The sound waves are reflected and transmitted in one direction and so can be heard more distinctly than when they are propagated in all directions from the vibrating body.

9. *a)* Throw oak sawdust into a flask containing water and heat it. The ascending and descending currents can be seen, showing that the particles at the bottom become heated, rise and convey heat through the mass. *b)* Place one end of an iron rod in the fire and notice that the heat

is slowly communicated from particle to particle through the rod.

10. All parts of the length of the bow are at the same angular distance from the sun. A line joining the observer to the sun is the axis of the bow and all refracted and reflected rays form a constant angle with this axis, therefore the drops of water forming the bow must be arranged in the form of a circle.

## METHODS AND SCHOOL ECONOMY

*Questions*

1. *a)* Should pupils begin the study of geography through the study of their own locality, or through the world as a whole? *b)* Give reasons for the answer.
2. Which is preferable, to have pupils read from their seats or come together as a class? Give reasons for the answer.
3. Distinguish between a method and a device.
4. Name the most helpful book on teaching you have read, and state how it helped you.
5. Give some reasons why it is difficult for children to fix their attention on any one thing for a long time.
6. What determines the permanency of an impression on the mind? What bearing should this have upon teaching?
7. State four things to be considered in the promotion of pupils.
8. Why is it objectionable to lead a child to think ill of his parents, no matter how bad they may be?
9. Give two reasons why much attention should be given to the formation of habit.
10. Give two objections to keeping pupils after school to learn poorly prepared lessons.

*Answers*

1. *a)* Through the study of their own locality. *b)* This plan is in accord with the law of mental development—working from the known to the related unknown.

2. Each method has its advantage. The pupil at his seat has not the support of a surrounding class, he must be somewhat more self-reliant, and must place his voice farther away and thereby overcome a tendency to low chest tones. On the other hand a closer interest is developed when the class sit together, discussions and criticisms may be had without the hindrance of intervening pupils not a part of the class, and timid pupils are subject to less embarrassment. (Answers will vary).

3. A method is a plan of procedure for accomplishing some result while a device is an incident of a method; it may be a mechanical or other contrivance to be used in carrying out some method.

4. (Answers will vary).

5. Attention demands mental power, particularly will power, and this is acquired only by systematic and continued effort.

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6. The clearness of the concept and the frequency with which it is presented to the child. It impresses two things in regard to teaching: *a*) To bring as many of the child's faculties as possible to exercise to their fullest extent upon the concept. *b*) To drill thoroughly and review frequently.

7. *a*) Mental ability, *b*) standing attained, *c*) age, *d*) health, *e*) regularity of attendance, *f*) length of time that he is likely to remain in school. (Answers will vary).

8. The general principle to be followed in all moral teaching is: that certain acts, words and thoughts are bad. The parent is entitled to the respect of the child who should learn to admire all that is good in the parent; and the parent probably loves the child better and will do more for him than will anyone else. Therefore as a matter of justice the child owes much to the parent, bad though he may be. It demoralizes the child's nature to think ill of those whom he should respect.

9. *a*) Habits are lasting, *b*) promote facility, *c*) and rapidity, *d*) give opportunity for greater mental effort in other directions. (Answers will vary).

10. *a*) The child may be physically and mentally too tired to improve on his previous work. *b*) It will not be easy to arouse an interest in the work and may lead to his dislike of it, and to his regarding the preparation of school work as a punishment. (Answers will vary).

## READING

### Questions

*Each of the following questions has 20 credits assigned to it.*

All is action, all is motion,  
In this mighty world of ours!  
Like the current of the ocean,  
Man is urged by unseen powers.

Steadily, but strongly moving,  
Life is onward evermore;  
Still the present is improving  
On the age that went before.

Duty points with outstretched fingers,  
Every soul to action high;  
Woe betide the soul that lingers—  
Onward! onward! is the cry.

Though man's form may seem victorious,  
War may waste and famine blight,  
Still from out the conflict glorious,  
Mind comes forth with added light.  
O'er the darkest night of sorrow,  
From the deadliest field of strife,  
Dawns a clearer, brighter morrow,  
Springs a truer, nobler life.

Onward! onward! onward ever!  
Human progress none may stay;  
All who make the vain endeavor,  
Shall, like chaff, be swept away.—Hagan.

1. What is the most important thought in *a*) the second stanza? *b*) the fourth?
2. What is the general thought of *a*) the first stanza? *b*) the sixth?
3. State how the voice should be modulated in reading the last half of the third stanza.
4. Copy the fifth stanza and underscore the four words that you would make the most emphatic and state the reasons for your choice.
5. Write the question, "Do you speak French or German?" *a*) with the mark of the *rising* inflection on *French* and *German*; *b*) with the mark of the rising inflection on *French* and of the *falling* inflection on *German*.

After each question write a suitable answer, and explain the difference in the meaning between the two questions.

### Answers

1. *a*) The world is growing better. *b*) Mind is strengthened by conflict.
2. *a*) This is a world of action. *b*) None can stay human progress.
3. *a*) Pitch lowered in (3) and raised in (4). *b*) Volume medium in (3), increased in (4); time decreased in (3) increased in (4), then decreased after "onward, onward." *c*) Quality, increased orotund. *d*) Inflection falling.
4. "Dawns a clearer, brighter morrow,  
Springs a truer nobler life."

5. *a*) Do you speak French or German? Yes.
  - b*) Do you speak French or German? I speak German.
- In *a*) the question asks if either is spoken, and in *b*) *which* is spoken.

## ALGEBRA

## Questions

Each of the following questions has 10 credits assigned to it.

1 Simplify  $5ax - \{ 6ab + 2ax - 5[3ax - 2a(b - x) + ab] \}$

2 Add  $\frac{a^2 + x^2}{3(a+x)}, \frac{a^2 + a^2x + ax^2 + x^3}{(a+x)^2}$ .

3 Find the value of

$$\frac{2a^2 + ay - 6y^2}{(x+y)^2} \times \frac{3x^2 + 6xy + 3y^2}{a^2 + 4ay + 4y^2} \div \frac{6a - 9y}{x^2 + 2xy + y^2}$$

4 Solve  $\frac{ax - b}{c} - \frac{bx + c}{a} = abc$ .

5. A and B together have \$6,000. A spends  $\frac{1}{3}$  of his money and B spends  $\frac{1}{4}$  of his, B then has  $\frac{2}{3}$  as much money as A. How much money had each at first?

6. Find the value of  $(a - c)^7$  by the binomial theorem.

7. Find the square root of  $20a + 9b^2 + 4a^2 - 12ab - 3ab + 25$ .

8 Find the value of

a)  $(b^{-\frac{1}{3}})(b^{\frac{1}{3}})$ ; b)  $(a^{-m}) + (a^m)$ .

9 Add  $\frac{1}{4}\sqrt{\frac{1}{2}}, \sqrt{24}, \sqrt{150}$ .

10 Solve for the value of  $x$ ,  $5x^2 - 7x + 8 = 0$ .

## Answers

1.  $28ax - 11ab$ .

2.  $\frac{4(a^2 + x^2)}{3(a+x)}$

3.  $\frac{x+y}{a+2y}$

4.  $\frac{x^2 b c^2 + a b + c^2}{a^2 - b c}$

5. A \$3,500; B \$2,500.

6.  $a^7 - 7a^6c + 21a^5c^2 - 35a^4c^3 + 35a^3c^4 - 21a^2c^5 + 7ac^6 - c^7$

7.  $2a + 5 - 3b$ .

8. a)  $b^{\frac{1}{n}}$ ; b)  $a - \frac{l.c.(n. + 1.)}{n}$

9.  $7\frac{1}{2}\sqrt{6}$ .

10.  $x = \pm \frac{1}{2}$  or  $\frac{8}{5}$ .

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W. S. Jackman, Chicago Normal School.

A. J. McClatchie, Throop Polytechnic Institute.

Dr. A. P. Ohlmacher, University of Wooster, And many other educators of high standing.

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Dr. L. B. Wilson, University of Minnesota.

Dr. Robert H. Wolcott, University of Nebraska.

Dr. Adolf Meyer, Clark University.

W. H. Chandler, Inspector of Schools, Wisconsin.

Dr. H. B. Ward, University of Nebraska.

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NOTABLE among the special portraits in the Magazine Number of *The Outlook* for February is one from a full-length photograph of Señor Palma, the newly elected president of the Republic of Cuba. The photograph was taken for *The Outlook* by Mr. Henry Hoyt Moore, who accompanies it with a talk about the personality of Señor Palma.

Teachers generally will be interested in the fifty-sixth annual statement of the Connecticut Mutual Life Insurance Company, which appears on page 380. This is one of the most substantial of the "old-line" companies.

NOTABLE contributions to our literature are the addresses, "The Idea of God," "The Destiny of Man," "Life Everlasting," and "Through Nature to God," by the late John Fiske.

These addresses were among the last of this lamented author's works; and it is significant that in the ripeness of his learning his mind turned to those vital subjects of the relation of mortals to immortality—of the human life to the divine. His philosophical treatises of these subjects are lucid, scholarly and as convincing as such can be. They show the searching power of his mind, the forceful expression and calm judgment that makes the author a strong, original figure in American life and literature. The publishers are Houghton, Mifflin & Company, Boston.

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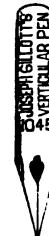
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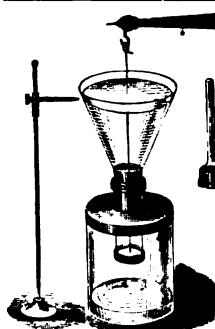
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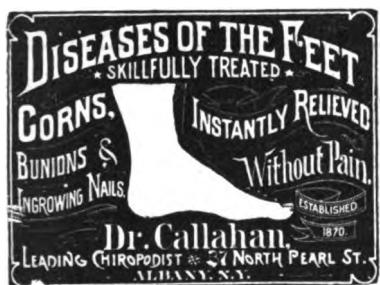
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| NET ASSETS, January 1, 1901,   | \$62,340,022 29 | Cost of Bonds, - - - - -   | 24,557,153 61    |
| RECEIVED IN 1901.  |                 | Cost of Bank and Railroad Stocks, - - -  | 803,454 00       |
| For Premiums, - - -  | \$5,109,058 55  | Cash in Banks, - - - - -   | 1,105,970 23     |
| For Interest and Rents, - - -  | 2,984,816 58    | Bills receivable, - - - - -  | 3,918 77         |
| Profit and Loss, - - -   | 88,603 75       | Agents' Debit Balances, - - - - -  | 9,062 25         |
|  | 8,182,473 88    |  | \$62,649,582 92  |
|  | 70,522,496 17   | ADD  |                  |
| DISBURSED IN 1901.   |                 | Interest due and accrued, - - - - -  | \$900,712 62     |
| For claims by death,<br>matured endowments,<br>and annuities, - - -  | \$4,642,484 98  | Rents due and accrued, - - - - -   | 10,633 28        |
| Surplus returned<br>to policy-holders, - - -   | 1,284,996 24    | Market value of stocks and<br>bonds over cost, - - - - -                                     | 1,374,761 17     |
| Lapsed and Sur-<br>rendered Policies, - - -  | 554,217 45      | Net uncollected and deferred<br>premiums, - - - - -  | 354,470 24       |
|  |                 | Less Bills Receivable and<br>Agents' Debit Balances, - - - - -                               | \$2,640,577 31   |
| TOTAL TO POLICY HOLDERS, - - -   | \$6,481,708 62  |  |                  |
| Commissions to Agents, Sal-<br>aries, Medical Examiners'<br>Fees, Printing, Advertising,<br>Legal, Real Estate, all other<br>Expenses, - - - | 1,005,352 01    | ADMITTED ASSETS, December 31, 1901, - - -  | \$65,277,179 21  |
| TAXES, - - -   | 385,852 62      | LIABILITIES:   |                  |
|  | 7,872,913 25    | Amount required to re-insure<br>all outstanding Policies, net,<br>Company's standard, - - -  | \$56,748,091 00  |
| BALANCE NET ASSETS, Dec. 31, 1901, - - -   | \$62,649,582 92 | All other liabilities, - - -   | 1,518,047 62     |
|  |                 |  | \$58,266,138 62  |
| SCHEDULE OF ASSETS.  |                 | SURPLUS (including contingent real estate<br>depreciation mem. account. \$348,082 56), - - - | \$7,011,040 59   |
| Loans upon Real Estate, first lien, - - -  | \$33,551,115 84 | Ratio of expenses of management to<br>receipts in 1901, - - - - -                            | 12.28 per cent.  |
| Loans upon Stocks and Bonds, - - -   | 2,300 00        | Policies in force December 31, 1901,<br>69,016, insuring, - - - - -                          | \$163,680,144 00 |
| Premium Notes on Policies in force, - - -  | 607,082 91      |  |                  |
| Cost of Real Estate owned by the Company, - - -  | 11,919,575 81   |  |                  |

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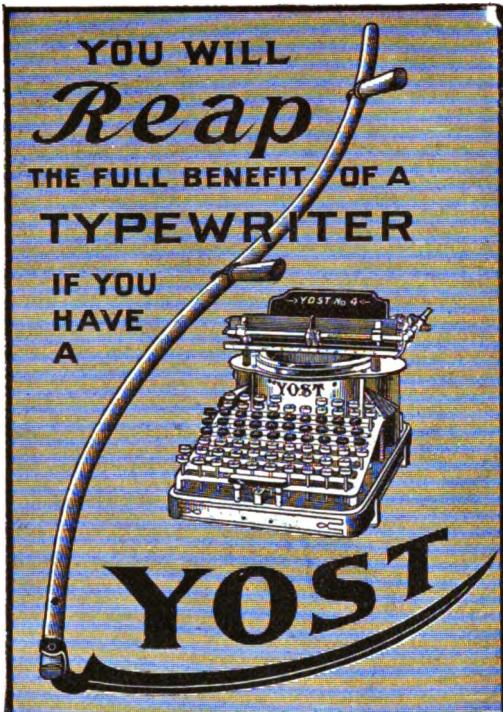
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# American Education

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No. 7

## INFLUENCES IN EVOLUTION OF TRUE AMERICANS

SUPERINTENDENT HENRY P. EMERSON, BUFFALO, N. Y.

LAST September I observed for half an hour the proceedings in the trial of Czolgosz, the murderer of President McKinley. I heard him say, in answer to the usual questions in regard to his age, occupation and education, that he had attended public and parochial schools. Taken in connection with his oft-repeated assertion that he considered it his duty to kill the President, this answer naturally made a deep impression upon at least one person who had given over twenty-five years of his life to the work of training the young. Believing as I have, that a public school is in itself a social community where the child learns, if he learns nothing else, the necessity for subordinating his individual will to the welfare of the whole, I wondered how it was possible for this man to grow up in this republic with such a defective mind and character.

The terrible tragedy of last September ought to give new importance to the question whether we are doing all we can in the direction of moral training and preparation

for life—whether we are doing all we can to make the young appreciate the necessity for government as a guaranty of law and order and liberty—whether we are imparting right ideals as well as information—whether we are giving as much thought to the work of inspiration as to the work of instruction.

There was a time when most people seemed to believe that a mere knowledge of the facts of arithmetic, grammar and geography was a panacea for all social ills. It was this unbounded but mistaken confidence in the mere power of information that led Emerson, forty years ago, to say: "What we do not call education is more precious than what we do call education,"

and it was to correct the same popular error that Herbert Spencer said, "Did much knowledge and piercing intelligence suffice to make men good, then Bacon should have been honest and Napoleon should have been just." The best thought of the present time has settled down to the conviction that information alone is not enough. The



SUPT. HENRY P. EMERSON

aims of education have not been broad enough.

Any attempt to secure these higher results in education are sure to meet with obstacles. In the first place, there are always timid souls who fear that the conscience is to be interfered with. Such people, somehow, confuse religion and morality, and claim that it is the business of the state simply to teach facts. They would secularize education to such an extent that even the emotional nature is left untrained and atrophied.

Another obstacle is found in the lack of coöperation on the part of home. I am naturally an optimist and it is hard for me to believe that people at large are less moral or live upon a lower level than thirty years ago, but it is plain that there is less moral instruction in the home; that there is more frivolity; that life is taken less seriously than a generation ago. You will remember how forcibly Herbert Spencer set forth the inability of the average parent to properly train the child, the bungling and often cruel methods adopted to enforce discipline in the family. He evidently believes that as a rule the parents are more at fault than the children. Certain it is that when we consider the selfishness, dishonesty and brutality of men as recorded in the newspapers and in police courts, and then remember that these people are charged with the training of families, we cannot wonder that the schools do not always succeed in turning out good men and women. The proper province of the school is to strengthen and extend the work of the home in the training of character, but if this important matter is neglected in the home, it is all the more true that the welfare of the country is in the keeping of the schools.

Another obstacle in the way of this higher kind of education is found in a mistaken notion of school discipline. No school can exert a proper influence on the character of the young if the teacher is a mere martinet who looks upon good order not as a

means but as an end. Moral training will never result from mere precision and perfection of system. Rigid courses of study and programs and electric bells will not alone build character. There must be at work the power and personality of a large-minded and large hearted-teacher interested in the welfare of the children. The school that runs like clock-work is not necessarily the best. There is a tendency in all teaching to drop mechanical methods, to become narrow and bookish, to make more of words than of the reality behind the words, to forget that the letter killeth but the spirit maketh alive.

We turn to a pleasanter phase of the question when we consider the means of realizing this all-important end. Every good school does a work that we can hardly over-estimate in building of character. Habits of neatness, order and punctuality, respect for and obedience to properly constituted authority, the training in attention when attention is necessary, lessons in application, in industry and systematic method in doing things, the mutual concessions which are essential in school life—all these are training in character and preparation for citizenship. The simple fact that children form the habit of dressing for school, of keeping clean, of being on time, of performing certain duties at fixed times and in regular ways—these things influence character.

A school where the young are given something elevating to think about, where they have informal talks that will broaden their views and appeal to their better nature, where an effort is made to cultivate a civic spirit, an intelligent patriotism, an altruistic sentiment, an interest in the general good apart from selfish considerations—such a school will be a power for good in the community, although no preaching is done and the children never suspect that the teachers are trying to influence them. The influence of such a school permeates the whole neighborhood because it sets in motion a waking-

up process, interesting the parents in the work of the school, furnishing topic for conversation at home, and generally arousing an interest in higher things.

In Buffalo we have been attempting to give elementary instruction as to our city, state and national governments, having in view the importance of illustrating the moral principles which underlie good citizenship. Our object is not merely to give information but to inculcate a high standard of public duty, the obligation of civic pride, a sense of the dangers arising from official selfishness and corruption, the need of placing public interest above private gain. We try to show the necessity for good government—that is good management—of a village or city in order that it may be clean, healthful and beautiful, and the wickedness of squandering the people's money in bad work. The necessity for taxes—that is, money to carry on the government—is easily shown in a city or village by referring to the need of public schools, of a fire department and of police protection, things which the children are daily familiar with. In showing that the business of government requires a vast outlay of money for buildings and salaries, and that this money is collected from the people in taxes—the teacher is expected to bring out the fact that taxes are trust funds, and hence should be spent more carefully than private funds. The last year of the grammar course is reserved for the consideration of matters of importance to us as a city. Such questions as the Common Council, the powers of the Mayor, the important appointments made by him, the city department, the method of voting, the difficulties in the way of good government in large cities, and municipal extravagance, are presented and discussed.

Apart from the school as a whole, which should be most influential in the formation of right habits, it is necessary that the individual teacher possess those elements of sincerity and earnestness of purpose which

we call personal character. I remember reading years ago a little book written by Bishop Huntington called, "Unconscious Tuition" in which the thought was beautifully set forth that some of the most effective functions of a teacher are really performed when he seems least to be teaching, because the power of his own personal character is constantly creating ideals in a way not laid down in any book. Every teacher moves through the school and before the pupils the perpetual and visible embodiment of some type of womanhood or manhood. The pupils feel the contagion of a selfish or generous spirit, of an honest or tricky disposition, of a soul cast in a large or a little mould.

The forming of right character, no less than the gaining of mental power, depends on the self-activity of the pupil. For this reason it is necessary to diminish, as far as possible, the element of coercion in discipline and substitute for it self-control. It is easier, of course, to govern by force. You can make a troublesome boy obey you by pounding him, but you cannot change his moral attitude on the general question of obligation and duty except by long-continued patience and persistent effort. The less we repress and tyrannize over children, the greater their tendency to assert their freedom, sometimes in disagreeable ways, but there is no other method of leading them into that self-government which is the end of education. We must give them some liberty in order that they may learn how to use liberty. Where there is no choice, no putting upon honor, no confidence shown, there can be no development of self-control.

I trust I shall not be considered unorthodox and reactionary if I express a fear that our new methods of education as carried on by extremists easily degenerate into a source of weakness because they fail to develop the power of individual initiative which is more and more an element of success in life. The complaint is sometimes

made, and justly, I think, that the tendency of the new methods is to give pupils a many-sided interest, but less vigor of mind and purpose than the old way, that the power of the teacher to impart knowledge and smooth out difficulties has been developed out of proportion to the pupil's power to acquire, and that the latter are less reliant and less prepared to attack and overcome difficulties than in former years. While we rightly try to make the school-room more homelike and attractive, we should at the same time remember that the world which the boy is to enter is no respecter of persons; that God sends rain on the just and unjust; that nature treats all alike. While we attach less and less importance to examinations and aim to make the studies interesting and attractive, we must also remember that no education is complete that ignores the overcoming of difficulties as a factor in character-building. The human race has been developed by exertion. As President Walker once said, "Except for care and struggle and pain man would never have risen above the intellectual and physical stature of Polynesian savages. As the chief argument against socialism is that nobody can explain what individual effort spurs on the lagging faculties of man when the incentive of work is taken away, so it would be difficult to show how the child is to be prepared for the struggle of life where he is allowed to proceed along the lines of least resistance—where there is no real downright hard work required, and where the boy thinks if he is not interested it is always the teacher's fault.

It is the business of a school to furnish proper nourishment for the higher life and aspirations of the young. Appropriate literature is one of the best means of imparting right sentiments and of leading the children to appreciate self-sacrificing deeds and noble thoughts. By bringing the better emotions into play the sympathies are aroused, the spiritual nature cultivated and the foundation laid for right conduct.

The mind grows by what it feeds upon. We are dependent not only upon our habits, upon the established trend of mental action produced by exercises and discipline, but also upon our acquired ideas, upon the thought-materials stored up and organized in the mind. This material seems to possess a kind of vitality, an energy—an attractive or repulsive power. When ideals once gain a place in the mind they become active agents. They are not only the material with which the mind builds, they are a part of the mind itself.

The power to feel needs development as much as the power to know. The muscles of the body are developed by use. We make the mind strong and active by giving it exercise. So right feelings may be cultivated by calling them into exercise. If the nobler feelings are often appealed to, noble feelings become easier and finally habitual. If there is any truth in this philosophy, how important a teacher becomes, as compared with the book he uses! If there is any truth in it, the age of the mere giver-out of information is going; the age of the inspirer is coming.

In an address delivered three years ago, Supervisor Martin, of Boston, impressively showed that true moral teaching affects conduct indirectly by the general elevation of ideals, that it cannot be separated from the general discipline, instruction and moral atmosphere of the school, that it must be the air which the young unconsciously breathe, that the stuff out of which the ideal is made is always character in the concrete, qualities incarnate—not precepts nor codes of ethics. He cited the case of Abraham Lincoln. While this great man lived and was carrying burdens such as no President ever carried before or since, men wondered how such a man could come from such a beginning. From a mere child he lived seemingly without one gleam of light or of fair surroundings. Such largeness of understanding, such loftiness of purpose, such singleness

of aim, such grasp of great moral questions and questions of state—they seemed an effect without a cause; but, when, after his death, and under the influence of his growing fame, men began to scrutinize all the details of his early life and to find that his early associates had been not merely the rough pioneers of the frontier settlements, but the men and women of the Bible, of the Pilgrim's Progress, of Plutarch and Shakespeare, the mystery was, in a large measure, explained. He had been associating with the great characters of the world and had grown into their likeness. Thus we see the function of the right study of history and biography in the work of creating ideals.

This kind of education will never result from the mere memorizing of facts. To know the date of the capture of Quebec is well enough, but to appreciate what has resulted from the English becoming masters of this continent is better. To know the year in which Charles the First was beheaded is worth something, but to know and feel something of the English love of freedom, and of the long contest between King and Commons which resulted in a brave people dethroning their sovereign is worth more than mere dates.

I know that school cannot, in this higher sense any more than in the lower sense, fully educate the young. It can only make

the beginning, give the right bent, supply the means. The rest depends on the individual. The important question in regard to the products of our schools is what is their attitude towards life? What is their notion of success? Is duty to them only a myth? If they think that success consists in wealth or position obtained at no matter what cost of character and honor, then their education has not done for them what it should, because the bad, the unscrupulous are never successful. When we speak of them as successful, when we envy them, we simply pass judgment on ourselves, and show that our own estimate of true character and worth needs toning up. The men who are the strength of society, who in times of stress and danger stand as beacon lights in the storm, are not men who simply look out for themselves, but who are moved by some inner principle and are faithful to eternal verities. Whatever else we teach, let us inculcate this simple lesson; that no melancholy failure can possibly be in store for the youth who adheres to the simple purpose to be upright and useful; that selfishness cannot develop our highest capabilities, while a proper understanding of the higher meaning of life and its responsibilities has power to lift us above what is petty and trifling, make life heroic, and give even to humble condition something of greatness and joy.

### NEEDS OF COUNTRY SCHOOLS

ADDRESS OF SPEAKER S. FREDERICK NIXON BEFORE THE NEW YORK STATE ASSEMBLY

I DESIRE to take advantage of this opportunity to correct a statement which has been made by one of the daily papers in the western part of the state in connection with the provision which was suggested by the governor in his annual message with reference to the free school fund, and also referred to by me incidentally upon the day of the organization of this

body. I am very glad to note that the ways and means committee have taken into consideration the suggestion of the governor and provided for an increased appropriation for the common school fund of the state, and in the division of that fund they have made an especial provision for the weaker districts of the state.

Those upon this floor who have served in

the capacity of supervisors of their various counties appreciate the fact that during the last twelve or fifteen years there has been a material reduction in the amount of the common school fund that has gone to the weaker districts. I am in position to have noted this, possibly in better position than are many, for the reason that during the past sixteen years I have been a supervisor of the town in which I reside. I recall how, previous to 1892, when the system of distribution was changed, that the weaker dis-

tricts of the town in which I reside received from \$125 to \$135 per district. In the year 1892 this plan of distribution was changed and there was allotted to each common school district, regardless of the amount of its assessed valuation, \$100 for each teacher; the balance of the money was then divided upon the basis of population of the entire state, and there was accorded to each county the same part according to the ratio its population bore to the population of the entire state. The cities of the state have taken that money and credited it to the school

I offered the recommendation for increased appropriation because I believed that there was no section of the state where the burden of taxation fell so heavily as it did upon the sparsely settled school districts whose valuations were extremely low. It may be surprising, but it is nevertheless true, that there are school districts in this state whose valuation does not exceed \$2,600. The constitution of our state guarantees to every child a common school education.

The Buffalo *Express*, editorially, has referred to the suggestion which I made with reference to the increase of the common school fund, to the end that the weaker districts of the same might be materially aided by a more generous distribution of this fund. The statement made by that paper was incorrect, and I desire to take advantage of this opportunity to correct it. But before entering upon that I wish to state, and it seems to me it is a matter of congratulation to every member upon this floor to know that this is the first state that ever made an appropriation for the common school education of its children. It was made, not by the people of New York after they entered into statehood, but it was made by New York in colonial days. The reputation which we have as an educational state is far beyond and is envied by all of our sister states. There has not been a single measure which has tended to the advancement of the educational interests of this nation that has not practically originated in the state of New York. We made the first appropriation for the common school fund; we established the first libraries; we established the first teachers'



HON. S. FREDERICK NIXON

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classes; we made the first appropriations for normal schools; everything, practically, that has tended to the supremacy of the American educational system has originated in the state of New York.

There was a time when there was a contention upon the part of New England, indicated by the state of Massachusetts, that they were the ones who were at the bottom of the organization of the common school system, but that has been proven not to be true, and we to-day occupy the proud position of being foremost in educational matters, as we are practically in all matters which have tended to the advancement and the improvement of the conditions of the people, not alone of this, but of our sister states.

The article referred to in the Buffalo *Express* drew the comparison as between the county which I represent and the county of Erie, stating that the amount of taxation paid for school purposes in the towns of Chautauqua county was four and one-half mills and that the amount paid by the city of Buffalo was 4.10 mills.

Those of you who have served upon boards of supervisors know that it is customary not to accept the individual assessment of boards of assessors, but rather the board of supervisors equalizes those assessments; nor does the state accept the equalization made by the board of supervisors, but on the contrary, has a state board of equalization who endeavor to determine the just proportion of taxation that should be borne by the various civil divisions of the state.

In the statement which I am making I eliminate from the twenty-seven divisions which are contained within the limits of Chautauqua county, the two cities, and make a statement of the taxation which falls upon the various townships, although some of them include villages of fair size.

The sum of the equalizations made by the board of supervisors of the towns of

Chautauqua county, aside from the two cities, amounted to twenty-two millions practically in round numbers. The equalization made by the state board of equalization reduced this amount to seventeen millions and a half. Adding to this the amount of personal property assessed in our county which is a little more than two million dollars, and we have an equitable assessment upon the towns of Chautauqua county, amounting to practically nineteen and one-half millions. On this amount there was raised an aggregate tax of \$108,553.27 for schools, so the average tax rate, the ratio which I am giving you, is the average tax rate of the entire county, is \$5.56 per thousand of valuation.

The board of supervisors of Erie county equalized the city of Buffalo in round numbers at two hundred and thirty-six millions; the state board of equalization increased the equalization of Erie county sufficient to raise the equalization of the city of Buffalo to two hundred and forty-seven millions; Buffalo has personal property to the extent of a little more than nine millions, which gives them an aggregate equalization of two hundred and fifty-seven million dollars. The entire school tax levied upon that assessment was a little more than one million dollars, and the tax rate upon that is \$3.92 per thousand for the entire property of the city of Buffalo. The difference between the county of Chautauqua and the city of Buffalo in this tax rate for school purposes is \$1.64 per thousand in favor of the city.

But that is not a fair comparison. You must bear in mind that in connection with the city schools they have their kindergarten teachers, they have their music teachers, they have their physical culture teachers, they have an unlimited amount of training schools, they have their schools for penmanship, they have their night schools, they have their orphan schools, all of which are more or less a burden upon the common school fund. These especial advantages

which are accorded to the school children of the cities, in the country are accorded but in very few cases, and those exceptional cases are in the larger villages.

There is another thing that must be taken into consideration in the determination of this question. The average salary of school teachers in the county of Chautauqua is \$297.19 per year. The average salary of a school teacher in the city of Buffalo is \$674 per year. Supposing we make an allowance practically of one-third for the difference of expenses in living as between the city and the country and then allow a school teacher \$400 per year. Let the city of Buffalo hire at that rate, providing they are satisfied with the qualifications of teachers that can be had at that figure, and then give us an estimate as to what their tax rate would be. Taking the number of teachers and upon the basis of \$400 per teacher, you would find a tax rate in the city of Buffalo which would be less than \$3 per thousand dollars as compared with a rate of \$5.56 for the county of Chautauqua.

\* \* \* \* \*

Our educational system has been the fundamental principle upon which we have grown and expanded and have come to be the greatest state of this Union, and if the time ever comes that the legislature of the state of New York strikes at the common school system of the state, that event will

mark the day that the Empire state will decline from the position which she to-day holds. I believe from time to time as the demands of the weaker districts become more impressed upon the minds of the legislature, that there will be made still greater appropriations for their benefit.

As I stated on the day of organization, since the time this common school fund was increased in 1880, the expenditures for school purposes in this state have increased from ten millions to thirty-three millions. In 1892, after deducting the teachers' quota—that is the year in which the plan of distribution was changed—there was a million dollars left to be divided upon the basis of population. To-day there is only three hundred thousand dollars left and instead of getting \$125 or \$135 per district, which the poorer districts used to get, ten, twelve and fifteen years ago, to-day they are only getting \$101 or \$102.

I believe that this is one of the most magnanimous acts that this legislature can pass during this entire session. I believe that the relief which will come by this appropriation will do more to make lighter the burden of taxation than will anything else we do for the reason that it goes to a class of people whose hours of toil are not eight per day, but are from early morn until late at night; and the stipend which they receive in return for their labor is extremely small.

## School Men of the Hour

### MISS SARAH L. ARNOLD

(For portrait see front cover)

THE selection of Miss Sarah L. Arnold to be Dean of the new Simmons Female College at Boston gives us great pleasure. It is always a matter of delight when we see a faithful, experienced, well-trained teacher, who has gone through and done service in the various grades

of educational work recognized by an appointment to a responsible place in an institution of higher training. We look upon such appointments as the best thing for such institutions as a matter of compliment to faithful workers, and as an encouragement to the many who are

spending years and money in preparing themselves for efficient educational work in a modern way.

Miss Arnold has been for some fifteen years past one of the leaders in primary work in America. More recently she has stepped into the rank of those women who combine with a practical knowledge of elementary work a philosophic grasp of educational problems. She has won herself a place where her utterances, as well as herself, are respected and listened to by all ranks of educational workers from university to kindergarten. We rejoice that Miss Arnold in her maturer years has the opportunity of bringing her wealth of training to bear upon the more direct making of numbers of young women, and feel assured that her success there will be equal to that which she has met in such work as she has hitherto been engaged in.

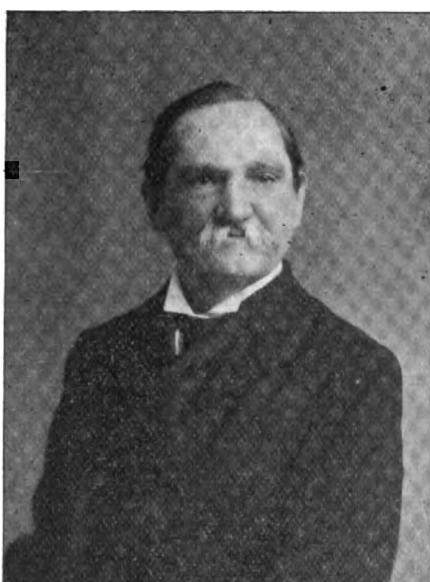
Miss Arnold is probably one of the most prolific writers of the women leaders in American education. Her "Waymarks for Teachers," "How to Teach Reading," or "Stepping Stones to Literature," and others give ample evidence of a sound pedagogical and discriminating test, and a lucidity of expression much beyond the ordinary.

Miss Arnold was born at North Abington, Mass., February 15, 1859; graduated from the Bridgewater normal school 1878, and taught in rural and graded schools until 1886. She has occupied positions at Saratoga, 1886-8; Minneapolis, '88-95; and Boston, '95-1902, and has been a frequent contributor to the educational press, and has lectured extensively on educational topics.

#### PRESIDENT T. ESTRADA PALMA

OUR readers may have noticed in the sketches in the various newspapers and periodicals of general literature that the new President of the Cuban Republic keeps a school for Cuban boys at Central

Valley, N. Y.; but we doubt if they noticed what a large part of his life has been given to the work of teaching. Surely if any school teacher is in the public eye to-day it is the Cuban Republic's first President. Mr. Palma, it will be noticed from the sketch which follows, took up teaching first in Honduras. Then after some years of revolutionary strife he began working in a business way, and continued at it for some twelve years.



PRESIDENT T. ESTRADA PALMA

Then after all the excitement attending his Presidency of the so-called Cuban Junta during the years just previous to the Spanish-American war, he returned to the quiet enjoyment of his teaching work again, whence he has been summoned to the great and honorable task of administering the affairs of the new Republic. His change from a cabinet office in Honduras to the Presidency of the normal institution of that country, as well as his selection for a Cuban Presidency now calls attention to the fact that it is much more the practice, not only in the Latin countries of America, but in all the nations of Europe, to advance edu-

cators to positions of trust and affairs than it is in this boasted land of equal opportunity known as the United States. There may be a reason for this in that teachers in most of the European countries must necessarily have university and then special training.

President Palma's selection is certainly a matter of gratification for all interested in educational work, and we wish him God speed in his great task.

T. Estrada Palma was born July 9, 1835. He was educated at the University of Havana. He took an active part in the Ten-Year's War from 1868 to 1878, and was President of Cuba in 1877.

The same year he was taken prisoner, and carried to Spain; he was released after one year's imprisonment, and came to the United States. Later he went to Honduras, Central America, where he became Postmaster General, and later Principal of the Government normal school. In 1884 he came to Central Valley, Orange county, New York, and established there a school for Latin-American boys. In 1895 he was appointed Delegate Plenipotentiary of the Cuban Government, and remained head of the so-called Cuban Junta in New York until 1898 when he again retired to Central Valley.

## The Best to be Found

### Articles from Educational Journals Summarized

THERE is joy in sturdy manhood still,  
Bravery is joy; and he who says, I will,  
And turns with swelling heart and dares  
the fates,  
With firm resolve upon his purpose  
waits.—*Selected.*

THE teacher to whom you give only a drudge's training will do only a drudge's work, and will do it in a drudge's way.—*Matthew Arnold.*

THE weakest point in our public educational system is that it undertakes the training of all the pupils for the life that the minority can live.—*Learning by Doing.*

WHY will teachers—some of them at least—good humoredly take an educational journal for two or three or four years, and then get mad all over and all through in seven-sixteenths of a second when courteously requested to pay for it? As a psychologic problem, we give it up.—*Florida School Exponent.*

IT is unjust and absurd of persons advancing in years, to expect of the young, that confidence should come all and only on their side; the human heart, at whatever age, opens only to the heart that opens in return.—*Miss Edgeworth.*

THE teacher that spends much of his time in criticising his neighbors and pointing out the faults and weaknesses of his co-laborers, might promote his own efficiency and usefulness by spending a little while daily in self-criticism.—*Educational Exchange.*

IF the self-called spelling reformers were to put into the teaching of spelling one-tenth of the energy they now waste in lamenting, deplored and denouncing, poor spelling would be speedily and materially decreased. Were all the changes clamored for made to-morrow, the eternal truth would still face every teacher's desk: "There is no excellence without great labor."—*Western School Journal.*

THE man who is content to fill a position in life which requires no preparation; no study, no training, must be content as well with the wages of a menial. To secure the richer and lasting rewards of life, character, mind, money, or position, the man must pay the price of severe training and thorough preparation, though it cost years and much money.—*Selected.*

ANOTHER professor—F. S. Lee, of the College of Physicians and Surgeons—has arisen to support Prof. Atwater's statement that alcohol is a muscle food. We know it, brethren. No one who has seen a human being impelled by alcohol pound his wife and children, smash the furniture, and execute war-dances on the street, will doubt that alcohol increases, abnormally, the striking and stamping power of the muscles.—*Western School Journal.*

Two great mistakes have been made in the teaching of written compositions, first, requiring a child to write about that concerning which he knows almost nothing and cares less; and, second, leading him to suppose that when he writes, a certain artificial elegance, not at all necessary in ordinary conversation, must be attained. These mistakes in primary grades produce a dislike of the subject which is rarely overcome, and in higher grades lead to wholesale plagiarism.—*J. F. Millspaugh.*

THE old-time delusion that a teacher was fit for nothing but the school-room has in these later days nearly disappeared. The most successful commercial travelers acquired their self-reliance, perseverance and push when they were teachers. In banks, stores and offices of all kinds ex-teachers are in the most important positions, and in the departments at Washington teachers who secured their

places through competitive examinations are superior to the average clerks in ability and intelligence.—*Western School Journal.*

THE recent protest of the National Penmen's Association against the excessive amount of writing required in the primary grades of modern public schools is both wise and timely. The present practice is conducive neither to intelligence nor health. There is no valid reason, nor even a semblance of an excuse for it. It has no educative value at this stage of the child's life, and hardly anything imaginable could be more injurious to the sensitive nervous organization of the child than this eternal and almost unintermittent scratching with coarse, hard pencils over rough cheap paper.—*Florida School Exponent.*

IT DOES not always pay to insist on one's rights. A peaceable citizen has a right to the use of at least half the public highway, but a wise man will relinquish the whole right-of-way, and although he may be brave as well as wise he will beat a hasty retreat rather than come to close quarters with a skunk. It is not worth while to argue with a rattlesnake—reptilian or human; crush it or give it a wide berth. As for the skunk, whether quadruped or biped, it does not pay to crush it even with a long pole. Lowell says, "There is no good in arguing with the inevitable; the only argument available with an east wind is to put on your overcoat."—*Western Teacher.*

Do not try to force upon young pupils demonstrations and analyses which are suitable only for older pupils. It is a marked defect in some school arithmetics that they are filled up with explanations and demonstrations. The explanation, if given at all, should be given orally by the teacher; they do not belong to a

pupil's book, unless it is assumed that the teacher knows nothing whatever about the subject. Another marked defect, arising from limited space, is the too sudden transition from very simple questions to complex ones. The teacher should remedy, in some degree, this defect by substituting development exercises. Difficult problems, requiring sustained processes of reasoning, or complicated forms of analytical explanations, if used at all, should be given only to advanced pupils. In fact, what are termed "hard problems" do not come within the province of the common school at all, if, indeed, of any school.—

*Swett's American Public Schools.*

WHAT should children between six and twelve years of age read?

Answers to this question have lately been given by Kate Douglas Wiggin, Mary Mapes Dodge, Edward Everett Hale, Horace E. Scudder, Agnes Repplier, Tudor Jenks and others, together with some extremely sensible and interesting suggestions as to the principles underlying the choice of children's books. Here is a single typical list from the ten included in the article which *The Outlook* publishes in its Annual Book Number. The list is that furnished by Mrs. Mary Mapes Dodge, editor of *Saint Nicholas*.

1. "Alice in Wonderland." 2. Hans Anderson's Fairy Tales. 3. Hawthorne's "Wonder Book" (or the "Tanglewood Tales"). 4. "Gulliver's Travels." 5. Kipling's "Jungle Books" (or Seton-Thompson's "Wild Animals I Have Known," or Harris's "Uncle Remus"). 6. Dana's "Two Years Before the Mast" (or Nansen's "Farthest North," or Kennan's "Tent Life in Siberia"). 7. Scott's "Ivanhoe" (or Howard Pyle's "Robin Hood," or Lanier's "The Boy's King Arthur"). 8. Gibson's "Eye-Spy," or some other good nature-book. 9. Cooper's "Leather Stocking Tales" (or

Stevenson's "Kidnapped"). 10. Scudder's "Children's Book" (or Miss Repplier's "Book of Famous Verse").—*Canadian Teacher.*

If I were a school official,—and could, I would:

1. I would not employ any teacher whose time was not worth forty dollars a month.

2. I would have a *minimum* term of six months in the district schools and nine months in towns and villages.

3. I should make the school houses compare favorably in neatness and comfort inside and out with the best homes of the community.

4. I would have large play grounds with plenty of shade.

5. I would see that the sanitary conditions—drainage, water supply, out-buildings, light, heat, ventilation, black-boards and desks were the best possible.

6. I would see that a good, well-paid janitor looked after the affairs of each building.

7. I would not employ a teacher the second term who did not, in the meantime, strive to improve her qualifications.

8. I would not employ any teacher who did not have at least the beginning of a professional library and who did not add to it two or three good books each year.

9. I would not employ any teacher who failed to attend the Teachers' Institutes and Associations when it was possible to do so. Fossils may be of interest to geologists, but the pedagogical fossil creates little interest in the school room.

10. I would employ no teacher who did not take and read at least two good educational journals.

I might add I would not be elected for the second term but that some one in the future might rise up and call me blessed.

—T. E. Sanders.

"I DOUBT if children have a 'taste for literature.' Most who care at all for reading,

are omniverous. You ask what is best for them. I think it is best to let them loose in a pretty large field with a good variety of books. I would have among them few so-called 'children's books,' but some hard books, quite above their comprehension as wholes.

"It would be better if we could limit the number of books accessible to them, and so force them by hunger to devour what they would not choose if choice were wide."

This is what Supervisor George H. Martin, a gentleman of more than ordinary culture, says. Contradictory, somewhat, but the balance is maintained. Children do not read enough, and they read too much. Into a pretty large field with a good variety of books, Mr. Martin would let the boy loose. We agree with him. It has been found that children choose better books in those libraries which allow a choice after examination than in those that force them to make their choice from titles.

But the time comes, no doubt, when choice should be restricted, when the mind should be set to work to grind what it has garnered. The peril, always imminent, is that the teacher begins to grind too soon. Dr. Hall says that the age for gathering is from ten to fourteen. But teachers, forgetting this fact, and, in their ambition, forgetting that youth at this age cares very little for their whys and wherefores, are too apt to neutralize the interest of the intelligent mind in good reading by limiting the kind of reading to their own likes or dislikes. A good reader does not care to be cross-questioned too closely. So turn the boy loose, and don't tie him up in the stall so long as the heavens are blue and the stars shine.—*Popular Educator.*

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Now comes the teacher of the "Ivanhoe" public school - one room—and serves notice that "We have organized an '*alumni*' in which a deep interest is being taken. We feel that it will have a

tendency to increase interest in the school, among parents, pupils and others. We have our annual banquet December 27th." (To be an active member after 1901, one must complete the eighth grade work. To be an honorary member, one must either be the county superintendent of Lake county, or the state superintendent of Illinois.) Ten to one, the teacher of the "Ivanhoe" school, Lake county, Mr. Leo F. Jeanmene by name, has in his make up a trace of the quality that made Dominie Jamieson, of Drumtochty, an ideal schoolmaster—that "Unerring scent for pairs in his laddies" and the ability to "detect a scholar in the egg." A "one-room" school, with as good a name as "Ivanhoe" with spirit and intelligence enough to organize and look after its graduates will surely follow a goodly number through the high school, and some into the college, and among them will be those who will love their first little *alma mater* longest and most of all. Twenty to one, that school room is comfortable and well furnished, with tinted walls, and that there are a few *good* pictures there, and some book cases—possibly a little museum; that the grounds are the pride of the neighborhood and that they are thinking about a school garden next spring; or if it be not quite a model yet in *all* of these ways, that alumni association will soon make it such.

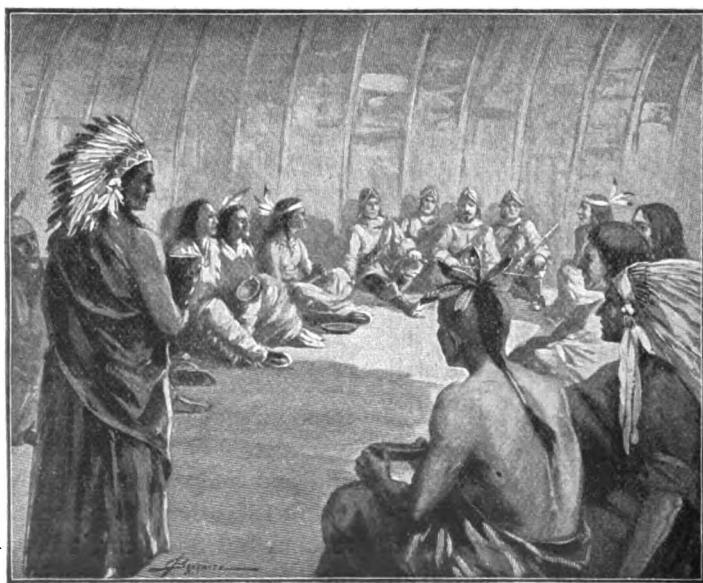
Fifty to one, the Ivanhoe school has a board of directors who know a good thing when they see it, and will use due diligence to *keep* a good teacher when they get one—for the bane of the one-room school is the incessant change of teachers. The boards of directors who find and keep a good teacher two years where the other board kept an indifferent teacher but one year, are performing the most valuable of all services to the common schools. May their tr be increase! —*School News.*

"OUR first duty is to provide a seat for every child of school age. This cannot be accomplished by sporadic efforts. Nor can the Board of Education, however earnest and persistent, secure this end unaided. Our predecessors under the leadership of the late President have stormed at the doors of the Board of Estimate and Apportionment for appropriations and bond issues generous enough to enable them to build the school houses required. Large sums have been granted, but far too small for the needs of the city.

"It seems a paradox, but it is the simple fact, that while thousands of children are deprived of a full day's schooling, there are thousands of unoccupied seats in the school houses of this city. This is due in part to a shifting of population. It is impossible to move little children, but the older pupils of the schools can be transported and put in less crowded schools. In the outlying districts of the Bronx we make contracts for carrying the children in stages. I see

no reason why we should not enter into contracts with the city railway companies to carry children from the congested to the less crowded parts of the city.

"An incidental advantage of consolidation is economy of administration. In order to obtain this end it will be our duty to dispense with the services of a large number of employes whose functions have been done away with. We must proceed to this duty with deliberation. At the same time no sentimental consideration should make us hesitate to abolish unnecessary offices, to reduce salaries which are, in view of changed duties, disproportionate to the service rendered, and to dismiss inefficient or unwilling workers. It is unnecessary to say to a board made up as ours is that considerations of politics should have no part in this work. Faithful and efficient employes will be retained without regard to politics, and no one will be appointed because of his political faith.—*President Burlingham. New York School Board.*



CHAMPLAIN IN THE INDIAN COUNCIL

From Baldwin's Discovery of the Old Northwest.

Courtesy of the American Book Company

## For the School Room

### VOCAL MUSIC LESSONS—No. 5

EDWARD FUTTERER, SUPERVISOR OF MUSIC, PUBLIC SCHOOLS, ALBANY, N. Y.

No teacher should do the work for the pupils or fill their heads with a lot of unnecessary theory. Give the lesson to them in such a way that they can work it out themselves. The teacher's work is to furnish the pupils with opportunities and incentives for the exercise of their own mental power by first presenting the real thing to the mind as an object lesson of thought. Second, naming it. Third, representing it.

#### SCALES.

In developing the scales the teacher should endeavor to fix in the mind of the pupil a vivid mental picture of pictures of the scale in each key; also to associate the signature with the place of one in all keys. Teacher may commence a lesson by asking the class to sing the scale.

Do. re. mi. fa. sol. la. si. (ti) do.—Do. si. la. sol. fa. mi. re. do. Then the names of the sounds.

1. 2. 3. 4. 5. 6. 7. 8.—8. 7. 6. 5. 4. 3. 2. 1.

Also the pitch of the sounds.

C. d. e. f. g. a. b. c.—C. b. a. g. f. e. d. c.

T. Sing one. P. Sing Do.

T. What is the pitch of one in the key of C? P. C.

T. Sing one, two. P. Sing Do. re.

T. What is the pitch of two in the key of C? P. D.

T. Sing one, two, three. P. Sing Do. re. mi.

T. What is the pitch of three? P. E.

T. Sing one, two, three, four. P. Sing Do. re. mi. fa.

T. What is the pitch of four? P. F.

T. Sing one, three, five. P. Sing Do. mi. sol.

T. What is the pitch of five? P. G.

The pitch of G. being established, the teacher can proceed to develop it as fol-

lows: Children you may listen while I sing the pitch of sounds when G. is one.

Teacher sings G. a. b. c. d. e. f. sharp G. This should be repeated several times, after which she should ask the class to sing the same. P. Sings G. a. b. c. d. e. f. sharp g.

T. Sing one. P. Sing Do.

T. What is the pitch of one in the key of G? P. G.

T. Sing one, two. P. Sing Do. re.

T. What is the pitch of two in the key of G? P. A.

T. Sing one, two, three. P. Sing Do. re. mi.

T. What is the pitch of three? P. B.

T. Sing one, three, four. P. Sing Do. mi. fa.

T. What is the pitch of four? P. C.

T. Sing one, three, five, seven. P. Sing Do. mi. sol. si.

T. What is the pitch of seven? P. F sharp.

Continue until the pupil can name readily any pitch in the G. scale. After this develop the same on blackboard as follows:

T. Sing one. P. Sing Do.

T. What is the pitch? P. G.

T. I will show you the picture of one in the key of G. and where it is placed. Teacher placing the note upon the second line.



T. Sing one, two. P. Sing Do. re.

T. What is the pitch of two in the key of G? P. A.

T. Placing a note in the second space.

T. Sing one, two, three. P. Sing Do.re.mi.  
 T. What is the pitch of three in the key of G? P. B. Teacher placing a note on third line.

T. Sing one. three. four. P. Sing Do.mi.fa.

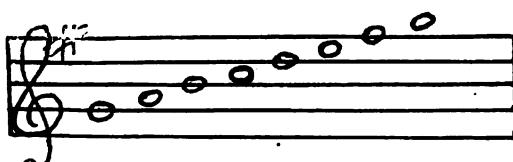
T. What is the pitch of four? P. C.  
 Continue the same until the scale is completed.

T. What is the pitch of one in the key of G? P. G.

T. And where is it placed upon the staff? P. Upon the second line.

T. What is the pitch of seven? P. F sharp.  
 T. Upon what line is F sharp placed. P. Fifth line.

T. I will erase the sharp and place it at the beginning of the piece.



This signifies that every F. in the key of G. is made sharp.

T. You may listen again and I will sing a new scale. This time I will take for the pitch of one, D.

T. Children listen carefully so that you may tell me how many sharps I sing.

T. Sings D. e. f sharp. g. a. b. c sharp. d.  
 T. How many sharps did I sing? P. two.

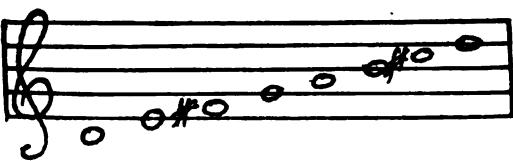
T. I will sing it again and see how many can tell me the letters that are made sharp.

T. Sings (slowly) D. e. f sharp. g. a. b. c sharp. d.

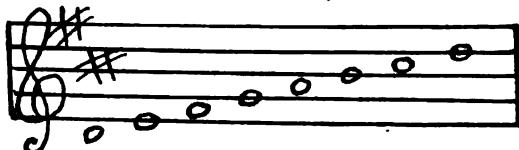
P. F sharp. and C sharp.  
 T. Correct. Sing one. P. Do.

T. What is the pitch of one in the key of D. P. D.

T. Placing a note the first added line below the staff.



Develop the same as previous scale.  
 Teacher explaining that F. being the first sharp it is placed first upon staff. C sharp being the new sharp it is placed after it, viz.:



As soon as the scale has been developed the teacher should give the class a thorough drill in reading the syllables. First take the class as a whole; then ask every pupil in the class to name the syllable as you point promiscuously. In doing this you can tell at once whether the pupils can read readily. If they hesitate, review; never ask the pupils to sing in a new key before they have been thoroughly drilled in the same. Pupils frequently hesitate in singing, not because they cannot sing the interval, but they cannot think the name of the syllable quickly enough. Place the staff upon the blackboard and as the teacher places dots upon the staff the pupils should name the syllable, reminding them if one is upon a line, three is upon the next and five upon the next line, viz.: 1. E is upon first line. 3. G upon second line, and 5. B upon third line. The same with the spaces, if one is in the first space, three is in the second space, five in the third space, etc.



"Music is a discipline, a mistress of order and good manners; she makes the people milder and gentler, more moral and more reasonable. The youth must always be accustomed to this art, for it makes good and virtuous citizens."—Luther.

## PLAIN TALKS ON DRAWING

THEODORE C. HAILES, DRAWING MASTER, ALBANY PUBLIC SCHOOLS

## NUMBER V.

## MECHANICAL PERSPECTIVE

I would not teach mechanical perspective to pupils below the high school grade, but it is well enough for every teacher to understand the art; for if she understands the origin of the apparent changes in form she will be better equipped to teach freehand perspective.

There are three kinds of perspective—parallel, angular and oblique, which I will explain a little further on, but I will confine this article to parallel perspective, because it is the simplest and because the most difficult problem may be worked out by that method.

If the student will carefully follow me I feel confident that I will be able to teach him how to locate a single point anywhere in the picture, and when that is mastered one has the key to the whole situation; for if one can locate one point anywhere, he can certainly locate two, and that means that he can locate any straight line, for the points are the limitations of the line. If he is able to locate any straight line, he can locate any rectilinear plane figure, for they are bounded by straight lines. Then he can locate any rectilinear solid, for they are bounded by planes. It is an easy step from the rectilinear to the mixtilinear and curvilinear solids.

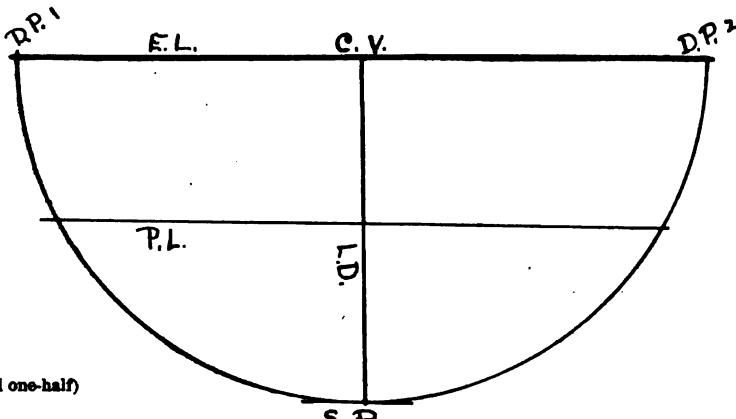
How to locate the first point, that is our

task. Some preliminary explanations and technicalities will be necessary.

Let the student imagine that a sheet of glass is placed before him and between him and the object to be drawn. Imagine the glass in an upright position and extending indefinitely right and left and from the floor indefinitely upward.

The glass is called the picture plane (P. P.). Where it rests on the ground is called the picture line, or ground line (P. L. or G. L.) The place where the observer is standing is called the station point (S. P.) The direction the observer is looking is called the line of direction (L. D.) A horizontal line away off in the distance and on a level with the eye of the observer, is called the horizon or eye level (H. L. or E. L.) The point on that line precisely opposite the eye is called the center of vision (C. V.) When a person is looking at a fixed point he can see much more than he is looking directly at. That is called the field of vision (F. V.) The field of vision is comprehended with an angle of  $45^{\circ}$  on the right and  $45^{\circ}$  on the left of the line of direction. Where these lines, drawn at an angle of  $45^{\circ}$ , meet the horizontal line or eye level are called the distance points and they are just as far to the right and left of the center of vision as the center of vision is distant from the station point.

Below is the perspective diagram:



## AMERICAN EDUCATION

Draw E. L. Locate C. V., and from that point draw L. D. perpendicular to E. L. The distance from C. V. to S. P. represents eleven feet and the distance between E. L. and P. L. is five of the eleven parts, making S. P., six of the eleven parts.

The distance points are placed on E. L. to the right and left of C. V. as far from C. V. as S. P. is distant from C. V.

Now, since P. L. represents the bottom of the picture plane it follows that no part of the picture will be drawn below that line, but it may extend above the eye level, of course, and right and left as far as the distance points.

Let us leave the diagram for a few minutes and explain a very important principle.

Suppose you were sitting at your table with an upright sheet of glass standing between you and an object lying upon the table, but placed back at least a foot from the glass. You could not measure the dimensions of that object unless one of two things were done. Either the object would have to be pushed up against the glass or lines projected *perpendicularly* from the object to the glass, when they could be measured.

Only those lines which were against the glass or picture plane would be true measurements. You can easily understand that. The moment a line is moved back from the glass its appearance changes. Distance will make it apparently shorter. But how much shorter? Patience! we shall learn that pretty soon when we have mastered all these preliminaries.

The first great principle is learned and must never be forgotten, viz.: *All measurements are made on or from the picture line.*

Let us consider the second principle. All lines that extend away from the observer are called retreating lines and all lines which retreat appear changed in direction.

All lines that *extend in the same direction*

*as one is looking seem to point to the center of vision.*

Technically that is generally expressed thus: All lines parallel to L. D. vanish in C. V., and are said to be in parallel perspective.

Stand in a school-room and observe the apparent direction of the main lines in the room. The cracks on the floor-boards will appear to point upward and inward. The lines on the ceiling will appear to come down and what is more they will all seem to point to your point of sight or center of vision.

If you understand all that has been explained and can draw the perspective diagram, we are ready for our first example. That I shall be obliged to give you in a continuation of this article in the next number.

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## ARITHMETIC LESSONS

### No. I.

#### TO TEACH PROCESS OF SUBTRACTION.

THIRD YEAR—PUPILS' AGES SEVEN AND EIGHT YEARS.

REBECCA McLAUGHLIN.

*Aim*—To teach process of subtraction where unit figure of minuend is smaller than unit figure of subtrahend.

*Material*—Single tooth-picks and bundles of tens. Also cards with separations, as

$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array} \qquad \begin{array}{r} 16 \\ -7 \\ \hline \end{array}$$

*Preparation*—Had a preparatory card drill on the separations, dwelling longer on those of eleven.

*Presentation*—Children were arranged around a table and objects so placed that the children could help themselves. Each child was told to take one single pick or one unit and two tens, then a child was asked to tell in another way what he had (twenty-

one). Twenty-one was then written on blackboard by the teacher and children told to arrange their objects in the same way on the table, units at right and tens at left,



One child was called upon to take four units away from what he had, teacher at the same time placing it on the blackboard, thus:

21

-4

—

While one child worked aloud, the others worked with him silently with the objects. He said he could not take away four units as he only had one. Then he saw that he could change one of his tens into units. All the children then removed the rubber bands from the bundles and placed the ten units with the one unit, thus:



teacher working with them at the board.

As the child took away four units and said four units from eleven units leaves seven units, the answer was put in its place on the board. As there was no ten taken away he still had one ten. Attention was called to the fact that we change the ten in the figure work on the board by drawing a line through the tens figure, which would mean one less ten. The answer was then given from the objects seventeen or one ten and seven units. We began with twenty-one for the minuend, then took thirty-one, forty-one, etc., keeping the unit figure one the first day.

The children all worked the same example for the first two or three times. After that each child worked a different one. Then a child was sent to the board to work the example that another child worked aloud with the objects.

*Application*—Lastly children worked examples on the blackboard without using objects and explained process orally.

## No. II.

### TO TEACH PROCESS OF MULTIPLICATION.

FOURTH YEAR—PUPILS' AGES EIGHT AND NINE YEARS

ADELINE E. THOLL.

*Aim*—To teach multiplication by numbers of two digits.

*Preparation*—Before teaching this lesson, pupils should have accurate knowledge of the multiplication tables, and be able to use multipliers of one digit rapidly and accurately.

The number 10 should be used as one digit and in connection with it should be taught multiplication by multiples of 10, as 20, 30, etc. In multiplying by the multiples of 10, let pupils use the short way, that of writing the zero in units' place in the product, and multiplying by the digit which shows how many tens in the multiplier.

*Presentation*—Put on the board an example as 23 multiplied by 24.

$$\begin{array}{r} 23 \\ \times 24 \\ \hline \end{array}$$

Question pupils to bring out that 24 is equal to  $20 + 4$ .

The pupils know how to multiply by 4, so this part of the work can be readily done.

$$\begin{array}{r} 23 \\ \times 24 \\ \hline \end{array}$$

Question to bring out what part of the multiplier is to be used next.

Proceed to multiply by 20, letting pupils describe the process as follows:

$$\begin{array}{rcl} 23 & 20 \text{ times } 3 \text{ units are } 60 \text{ units.} \\ 24 & 60 \text{ units} = 0 \text{ units and } 6 \text{ tens.} \\ \hline 92 & 20 \text{ times } 2 \text{ tens are } 40 \text{ tens.} \\ 460 & 40 \text{ tens} + 6 \text{ tens} = 46 \text{ tens.} \\ \hline 552 & 46 \text{ tens} = 6 \text{ tens and } 4 \text{ hundreds.} \end{array}$$

After each multiplication, question for the value of the digit in the product obtained, and where it should be placed.

Since the pupils have been taught that units are always placed under units and tens under tens, they can readily tell where each digit should be placed.

Question to bring out that

$$92 = 4 \times 23$$

$$460 = 20 \times 23$$


---

$$552 = 24 \times 23$$

and that the sum of the two products equals 24 times 23.

In connection with this, teach the terms first partial product; and second, partial product for 92 and 460.

Then work the same example using the shorter method of multiplying by 4 and 2 instead of 20.

Question for the value of the zero and show that since it amounts to nothing, it may be omitted.

$$\begin{array}{r} 23 \\ 24 \\ \hline 92 \\ 46 \\ \hline 552 \end{array}$$

Question for the position of the 2 in the first partial product in reference to the 4 which produced it; for the position of the 6 in the second partial product in reference to the 2 which produced it. Then for the adding of the two partial products to obtain the whole product.

Drill on other examples using the last method.

Deduce the rule that the first figure of each partial product is placed under the figure of the multiplier that produced it, and the partial products are to be added for the whole product.

## HINTS TO THE SUBSTITUTES

M. E. LIND.

There are only a few substitute teachers compared to the number of regular ones, yet their work is one of importance. It is a mistaken idea that the substitute is just "Some one to keep the children in school so that the parents won't complain." There is no reason why the regular work should not go on with very little interruption.

To be a successful substitute, one must possess three qualifications, namely: energy, self-confidence and adaptability. Without energy there can be success in no line. The substitute must have self-confidence or she may as well give up her work. To say the least it is disconcerting, particularly in the upper grades, to have forty or fifty pairs of eyes watching every move one makes and probably making adverse comparisons between the substitute and their regular teacher. One has that "First day of school feeling," only it is intensified by the fact that the pupils' minds are already filled with the methods of the regular teacher instead of being open to receive those of the substitute. And if a substitute doesn't have to be adaptive, I don't know who does. Teaching the first primary one day and the eighth grade the next, she must be familiar with all methods, kindergarten and high school inclusive.

A substitute should make a business of her work and apply herself earnestly to it.

She should make a friend of the superintendent and familiarize herself with the general methods recommended by him.

When ever possible, she should visit the various grades and take notes of new and good methods used by the regular teachers and also notice any little peculiarity of teaching and presenting that different ones may have. The latter will be an aid when she has to teach in their rooms.

It is discouraging to enter a room and find neither register nor program; but it is what sometimes happens. If the substituting is

but for a day, it is not worth while to take the time to make a list of the names. In order to make a record of the absentees, it is easy to note the vacant seats and ask who sits in them.

The substitute's next move may well be to ask the members of the highest class to raise their hands. Then the second class, and so on. This gives her an idea of the divisions.

When she has no list of names, a good plan is to number the pupils and note that her first class numbers one to seventeen and her second eighteen to thirty, etc. It is something new to be called for recitation by number and serves to make them unusually attentive.

In order to find out where the lessons are, it is best to ask one of the brightest in each class just what the lesson was for the previous day and then assign the new one.

A substitute should have a quantity of busy work suitable for each grade. This work should be kept in boxes with the grade to which it belongs plainly marked thereon, so that there will be no delay in finding what is wanted when one is sent for with only a few moments' notice. Busy work takes some little time to prepare; but it collects rapidly and one soon has a goodly quantity. Dissected pictures, words and sentences, parquetry and splint work, tracing and sewing cards should be kept on hand for the little ones and all sorts of problems, language exercises, geographical journeys, etc., for the higher grades.

The substitute will find the discipline a little harder than that of a regular school-room, as there are always a few ready to take advantage of a new teacher. It is a good plan to explain to the children that it is hard to take up the strange work and ask them to help by being attentive, answering all questions promptly and doing their utmost to carry on their work just as though the regular teacher was present. It puts them on their honor as nothing else will seem to do. And the substitute, though she

will find it necessary to be firm, can be gentle as well, and make the pupils of a day her friends, so that they will be glad to see her should she have occasion to teach them again.—*Primary Education*.

#### TOO LATE

What silences we keep year after year  
With those who are most near to us and dear;  
We live beside each other day by day,  
And speak of myriad things, but seldom say  
The full sweet word that lies just in our reach,  
Beneath the commonplace of common speech.

Then out of sight and out of reach they go—  
These close, familiar friends who loved us so!  
And sitting in the shadow they have left,  
Alone with homeliness and sore bereft,  
We think, with vain regret, of some fond word  
That once we might have said, and they have  
heard.

For weak and poor the love that we expressed  
Now seems, beside the vast sweet unconfessed;  
And slight the deeds we did to those undone,  
And small the service spent to treasure won,  
And undeserved the praise for word and deed,  
That could have overflowed the simple need.

This is the cruel cross of life, to be  
Full-visioned, only when the ministry  
Of death has been fulfilled, and in the place  
Of some dear presence is but empty space.  
What recollected services can then  
Give consolation for the "might have been?"  
—*The Housekeeper*.

#### CROSSING THE BAR

Sunset and evening star  
And one clear call for me!  
And may there be no moaning of the bar,  
When I put out to sea.  
But such a tide as moving seems asleep,  
Too full for sound and foam,  
When that which drew from out the boundless  
deep,  
Turns again home.

Twilight and evening bell,  
And after that the dark!  
And may there be no sadness of farewell  
When I embark.  
For tho' from out our bourne of Time and Place  
The flood may bear me far,  
I hope to see my Pilot face to face  
When I have crossed the bar.—*Alfred Tennyson*.

## Editorials

STATE SUPERINTENDENT SKINNER and Deputy Superintendent Ainsworth are deserving of much of the credit for the passage of the bill to increase the common school fund and teachers quota in New York State.

\* \* \*

WE notice a bill in the New York State Legislature to permit the common school fund of the State to accept gifts and donations. This is entirely proper. The expense of public education is getting so great that the efforts of States and communities may well be aided by private benefaction.

\* \* \*

THERE is one special line in which this private benefaction would be helpful, that is the endowment of money to equip the elementary schools with pictures and works of art and for a fund to provide for keeping the same in proper condition and supply.

\* \* \*

THE Regents of New York State have a fund from which the schools may purchase such works and pictures for the academies and high schools, but the State should provide also for younger pupils, as there are those who never reach these institutions. Yet so great is the amount of money required for the ordinary purposes of elementary instruction that it seems impossible to lay aside an annual sum for that purpose. In New York City, Commissioner Jacob W. Mack has presented many class rooms with pictures. Many Commissioners in the different boroughs have sent some of their private collections from school to school. But these pictures should be permanent and should be graded in their character, so that when a little child has gone through an eighth or ninth year grade, he has

become familiar in the various class rooms with a series of artistic pictures which he is able to appreciate, and which by being graded for his years will give him not only a wide taste, but gradually teaches him to appreciate the best there is. A Carnegie or Rockefeller could do a great work here.

\* \* \*

As we go to press we learn of the death of Col. Francis W. Parker, principal of Chicago Institute. The cause of education in this country by his death loses one of its ablest exponents and chief promoters. His long life has been devoted largely to edu-



COL. FRANCIS W. PARKER

cational work; yet as a gallant soldier and loyal citizen, his services to his fellowmen have been worthy. From humble birth to well-ripened years of splendid accomplishment for the progress of humanity he has arisen, and the educational world will sincerely mourn its loss.

\* \* \*

GOVERNOR ODELL of New York has been securing legislation abolishing the local boards of trustees of the State hospitals for the insane and of the various charitable institutions of the State, on the ground that these persons look upon the

appointment in such institutions as their patronage, and on the further ground that these institutions could be more economically run if systematically administered by one central head. Without going into any discussion of the arguments that may be offered pro and con on this subject, we present the inquiry as to why, if the principle is a valid one, this same plan should not be followed with the State normal and training schools. There are those who believe a greater unity of action and higher personnel in the teaching force would be secured thereby. Of course this might open the door to political appointments in such institutions. But then it is said that many of them are now often secured through politico-social influences.

\* \* \*

MUCH ado is being made of the fact that judges of the federal and some of the minor courts of the country are underpaid. We wondered as we read some of the arguments on this question what compensation the public would deem adequate for the services rendered by such men as City Superintendent Maxwell of New York, Edwin S. Cooley of Chicago, Edward S. Brooks of Philadelphia, etc. If there is a judge anywhere in the United States that in point of hours, responsibility of position, mental strain and actual brain work has anywhere near the task three hundred and thirteen days in the year that the City Superintendent of Schools of New York has, we would like him pointed out. And for this he is paid \$8,000, subjected to a short term election, and is the object of some reasonable but more ignorant and not a little vitriolic abuse and misrepresentation. Yet any one of the hundred Supreme Court Judges of New York State enjoys a fourteen year tenure and \$14,000 a year salary. We suppose the assumption is that such superintendents

are supposed to be paid partly in cash and to receive their additional compensation in the good that they accomplish.

\* \* \*

SECRETARY PARSONS of the University of the State of New York has very considerately arranged the University Convocation in June so that it will conclude Tuesday, July first, in the afternoon, thus enabling all who wish to attend the New York State Teachers' Convention at Saratoga, July 2-3 to be on hand for the opening session of that convention. Such distinguished educators as Dr. Nicholas Murray Butler, Dr. George H. Vincent and Dr. Jacob G. Schurman will be present and will deliver addresses. Dr. Butler will speak upon the subject, "The Fundamental Principles of Education in the United States," and Dr. Schurman upon the subject, "The Elective System and Its Limits."

There has been an impression in some quarters that the Regents Convocation was only for those engaged in secondary and higher education. This misapprehension has unfortunately obtained among the many interested and scholarly teachers of Greater New York. We take this occasion to state that these, as well as all elementary teachers, are welcome, and that they would find a day or two spent at the Convocation en route to the State meeting at Saratoga as profitable educationally as any visit or trip they ever made. We hope to see the New York teachers take advantage of this considerate arrangement.

\* \* \*

A RECENT murder case in New York City brought out a newspaper discussion as to the carelessness of parents in allowing their sons and daughters undue license of social enjoyment at night, and the *Brooklyn Eagle* in its local columns asserted that there was a society in one

of the high schools in that borough which had rooms outside of the school building to which many of the young women of the school were brought at times, and where veritable orgies were held. How much truth there may be in such a statement we do not know, but the allegation brings out a point that school boards and high school teachers' associations would do well to seriously consider, that is the undue growth and freedom of high school social life. Time was when our youths were content with their literary and debating societies, occasionally receptions at these, sometime a formal spread at some reputable hotel. The dining habit later became more frequent, dances became customary, and when in some places the faculty thought the matter was getting to be somewhat of an evil, societies were formed with regular meetings held in rooms outside the school building. Now the city high school that has not its juvenile secret fraternities and social clubs is the exception. We assume that the purpose of these clubs is primarily an innocent one. But it is difficult for a number of young people at a susceptible age to keep these organizations close to their original purpose. The result is that nightly spreads, followed by visits on the part of some to saloons and even low places, is not unheard of. These organizations get up dances, sleigh and straw rides to suburban dance halls. Most of their members are lads of respectable families, and parents are often, though reluctantly, obliged to assent to their daughters joining in these functions because they are generally given out as class affairs. We have never known of any serious scandal resulting therefrom. We have, however, been informed, from what we believe to be good evidence, that some of the dinners of the male societies have been the occasion for some of the more vicious and fast of the organization ending their

night by doing up the purlieus of the city.

This is a difficult matter for high school faculties to handle. There are always those on school boards who object to too much paternalism and are overzealous that youth should have its fling. We know of a case where an attempt on the part of a high school faculty to minimize this sort of a thing was unsuccessful, because members of the school board had relatives in the organization whose existence was deemed unwholesome. The faculty was sat on. In the meantime, the dance went on.

#### THINGS WORTH WHILE

He built a house; time laid it in the dust.

He wrote a book; its title now forgot.

He ruled a city, but his name is not  
On any tablet graven, or where the rust  
Can gather from disuse, or marble bust.

He took a child from out a wretched cot  
Who on the state dishonor might have  
brought,

And reared him to the Christian hope and  
trust.

The boy, to manhood grown, became a light  
To many souls, preached for human need  
The wondrous love of the Omnipotent.  
The work has multiplied like stars at night  
When darkness deepens. Every noble deed  
Lasts longer than a granite monument.

—Sarah K. Bolton.

"A nameless man, amid a crowd that thronged  
the daily mart,

Let fall a word of hope and love, unstudied,  
from the heart;

A whisper on the tumult thrown, a transitory  
breath—

It raised a brother from the dust; it saved a  
soul from death.

O germ! O fount! O word of love! Oh  
thought at random cast!

Ye were but little at the first, but mighty at  
the last."—Charles Mackay.

## General School News

A new Catholic university will be established at Washington, D. C., at a cost of \$150,000.

The formal exercises installing Dr. Nicholas Murray Butler, President of Columbia University, will be held April 18 and 19. Presidents Eliot, of Harvard, and Hadley, of Yale, will deliver addresses.

Samuel McC. Lindsay, assistant professor of sociology at the University of Pennsylvania, has been appointed by President Roosevelt as commissioner of education of Porto Rico, to succeed Professor Brumbaugh. He is a ripe scholar and a man who has had large experience in educational work.

It is announced that subscriptions have been received in excess of the amount necessary to secure the \$100,000 given by Andrew Carnegie for the rebuilding of Wooster University, at Wooster, Ohio, recently destroyed by fire. The trustees will have \$350,000 at their disposal. In addition to the original offer the university trustees will have \$50,000, given by L. H. Severence, of Cleveland; \$100,000 raised by the Presbyterian church in general; \$40,000 by Wayne County, and \$60,000 insurance on the building destroyed.

At a recent meeting of the members of the executive board of the Southern Educational Conference in New York City, a movement was planned to organize educational work in the United States on a larger scale than has been attempted heretofore. Educational work in the South will be promoted to a great extent. It is planned to put William H. Baldwin, Jr., at the head of this movement, and some of the promoters are: Robert C. Ogden, John D. Rockefeller, and son, John D. Rockefeller, Jr., Dr. Albert Shaw, Dr. Walter H. Page, Dr. Lyman C. Abbott, and many other prominent men.

The Illinois State Teachers' Association adopted some resolutions looking toward the advancement of school interests in that state. The Association believes that measures should be adopted by the state providing for the education of every child, whatever may be his condition. The association asks for the consolidation of rural schools, that the facilities of the same may be increased. It asks that school boards demand from those seeking employment to teach a fair preparation for their work. It calls for free text-books, better school library facilities, and for that important measure, free high school privileges to all pupils at the expense of the township in which they reside.

There have been 835 new schoolhouses erected in Porto Rico since the United States assumed control of the island, and 60,000 children are attending school daily, while hundreds of thousands are demanding admission. These facts were presented to the members of

the superintendent's department of the National Association in convention in Chicago, by Dr. M. G. Brumbaugh, Commissioner of Education for Porto Rico. "The introduction of an English school system," the Commissioner said, "is interesting from the fact that it is the first time that a Saxon race of republican people has sought to force itself upon a Latin race that has been under 400 years of monarchical rule, and it has been a successful experiment."

The Council of Supervisors of the Manual Arts met at New Haven recently for the purpose of discussing the papers in the first year-book issued by the organization. The book itself was published early in November. The Association was organized a year ago under the presidency of Dr. James P. Haney, Supervisor of Manual Training in the New York schools. The function of the society is the critical discussion of questions concerning the advancement of drawing, design and constructive work in the public schools. Its active membership is limited to forty, the associate membership to one hundred. The questions which the Council wishes to discuss it assigns to its various members who thereupon prepare papers for the year-book indicating their personal views. These papers are then taken up in order at the annual meeting. The papers in the year-book which are discussed, follow: "Single Handed Supervision in Cities" by Frederick L. Burnham; "The Supervisor as an Influencer of Public Taste" by James Hall; "Principles of Teaching Constructive Design" by Henry T. Bailey; "Venetian Iron Work for Elementary Schools" by William J. Edwards; "The Psychologists on the Teaching of the Manual Arts" by Victor I. Shinn; "The Manual Arts in Elementary Schools" by James P. Haney; "The Relation of Elementary Art Instruction to the Pupil's Needs" by Theodore M. Dilloway; "A Theory of Color in its Application to School Work" by Ernest Batchelder; "Normal Preparation in the Manual Arts for the Grade Teacher" by Charles F. Whitney. Mr. Henry T. Bailey succeeds Dr. Haney as president, for the ensuing year; Dr. Haney becoming secretary of the organization. He may be addressed at the Board of Education, New York City.

### DEPARTMENT OF SUPERINTENDENCE

By unanimous choice the next meeting of the Department of Superintendence of the National Educational Association will be held at New Orleans. The officers elected for the ensuing year are President, C. M. Jordan, Minneapolis, Minn.; secretary, J. N. Wilkinson, Emporia, Kansas.

We have not the space this month to call attention to the many excellent features of the meeting at Chicago; but we can say in a general way that the meeting was the best in recent years, and the program was heard with unusual attention and interest.

# In the Schools of the State

## TEACHERS' INSTITUTES

### SCHEDULE OF APPOINTMENTS

| DATE    | COUNTY             | Dist. | PLACE                   | CONDUCTOR     | INSTRUCTION IN DRAWING | INSTRUCTOR IN ENGLISH |
|---------|--------------------|-------|-------------------------|---------------|------------------------|-----------------------|
| Mar. 24 | Herkimer.....      | 1     | Herkimer.....           | Shaver.....   | Miss Rice.....         | Miss Schreiber.....   |
| " 81    | Ontario.....       | 1-3   | Canandaigua.....        | Sanford.....  | Miss Rice.....         | Miss Schreiber.....   |
| " 81    | Yates.....         |       | Penn Yan.....           | Shaver.....   | Miss Rice.....         | Miss Collier.....     |
| " 81    | Seneca.....        |       | Waterloo.....           | Williams..... | Miss Rice.....         | Miss Schreiber.....   |
| " 81    | Schuylerville..... |       | Watkins.....            | Smith.....    | Miss Rice.....         | Miss Collier.....     |
| Apr. 7  | Tioga.....         |       | Owego.....              | Sanford.....  | Miss Rice.....         | Miss Schreiber.....   |
| " 7     | Orange.....        | 2     | Florida.....            | Shaver.....   | Miss Rice.....         | Miss Schreiber.....   |
| " 7     | Ulster.....        | 2     | New Paltz.....          | Williams..... | Miss Rice.....         | Miss Collier.....     |
| " 7     | Ulster.....        | 1     | Kingston.....           | Smith.....    | Miss Rice.....         | Miss Collier.....     |
| " 14    | St. Lawrence.....  | 1     | Gouverneur.....         | Sanford.....  | Miss Rice.....         | Miss Schreiber.....   |
| " 14    | Orange.....        | 1     | Highland Falls.....     | Williams..... | Miss Rice.....         | Miss Collier.....     |
| " 14    | Oneida.....        | 1     | Whitesboro.....         | Smith.....    | Miss Rice.....         | Miss Collier.....     |
| " 14    | Oneida.....        | 2     | Waterville.....         | Hull.....     | Miss Rice.....         | Miss Schreiber.....   |
| " 21    | Jefferson.....     | 3     | Dexter.....             | Sanford.....  | Miss Rice.....         | Miss Schreiber.....   |
| " 21    | Jefferson.....     | 1     | Adams.....              | Shaver.....   | Miss Rice.....         | Miss Schreiber.....   |
| " 21    | Dutchess.....      | 1     | Fishkill-on-Hudson..... | Williams..... | Miss Rice.....         | Miss Schreiber.....   |
| " 21    | Columbia.....      | 2     | Chatham.....            | Smith.....    | .....                  | Miss Collier.....     |
| " 21    | Dutchess.....      | 3     | Rhinebeck.....          | Hull.....     | Miss Rice.....         | Miss Collier.....     |
| " 28    | Jefferson.....     | 2     | Teresa.....             | Sanford.....  | Miss Rice.....         | Miss Collier.....     |
| " 28    | Delaware.....      | 3     | Delhi.....              | Shaver.....   | Miss Rice.....         | Miss Schreiber.....   |
| " 28    | Oswego.....        | 2     | Parish.....             | Williams..... | Miss Rice.....         | Miss Collier.....     |
| " 28    | Broome.....        | 1     | Windsor.....            | Smith.....    | Miss Rice.....         | Miss Collier.....     |
| " 28    | Rockland.....      |       | Nyack.....              | Hull.....     | Miss Rice.....         | Miss Schreiber.....   |

### AT LARGE.

According to a Buffalo paper Superintendent Emerson is planning to make the next annual meeting of the New York State Teachers' Association, which takes place next July at Saratoga, the most successful in its history. As president of the association, Superintendent Emerson will have charge of the program. The mornings will be devoted to general meetings, when interesting papers and discussions will be given. Section meetings will be held both afternoons. The sections include nature study, commercial education, kindergarten, normal schools and other departments. On the evening of July 2nd, Mr. Emerson expects to have Seth Low or Andrew Carnegie present to make an address.

The Hudson River Schoolmaster's Club will hold its 12th meeting in Albany the 11th and 12th of April. The guest of the club Friday evening will be Chancellor James R. Day, of Syracuse University. The semi-annual dinner will be held at the Hotel Ten Eyck from 7 to 10 p. m. The Saturday morning session, 9:30 a. m. to 12:30 p. m., will be held in the assembly room of the Albany Business College, North Pearl Street, in accord with the invitation of Prin. Carnell. The morning topics are: 1 a) "How shall the club be made most helpful to its members; b) to the schools in its territory?" 2. Opening exercises. (An experience meeting). The various interests representing the first topic will be presented by Dr. Raymond, president of Union University; Dr. William J. Milne, president of the State Normal College; Inspector Charles H. Wheelock, University of the State of New York; Supervisor

Isaac H. Stout, Department of Public Instruction; Prin. George W. Fairgrieve, Coxsackie High School; Dr. C. W. Cole, Superintendent of Schools, Albany. The second topic, "Opening exercises," will be opened by Prin. Fred N. Moulton, of Saugerties High School, and the discussion will partake of the nature of an experience meeting.

### COUNTIES.

**Albany.**—The taxpayers of Watervliet have voted an appropriation of \$30,000 for improvement of the school buildings of that city. This will, according to Superintendent Massee's estimate, put all of the buildings in first-class condition.—A superb portrait of the late George W. Carpenter will soon adorn the walls of the Albany high school chapel. Mr. Carpenter was a member of the board of education for a quarter of a century, and was prominently associated with the establishment of the high school.—The midwinter meeting of the New York State Committee of Catholic Education was held at Watervliet. Seven dioceses of the state were represented, as follows: Albany, Rev. P. H. McDermott, P. F., rector St. Bridge's Church, Watervliet; Rev. James A. Curtin, rector St. Joseph's Church, Troy, Brooklyn. Right Rev. Mgr. J. J. McNamara, V. G., rector St. Joseph's Church; Rev. Joseph McNamee, rector St. Teresa's Church, Buffalo. Rev. John D. Biden, rector the Cathedral; Rev. Edmund F. Gibbons, Superintendent of Schools, Ogdensburg, Very Rev. Joseph H. Conroy, V. G., rector the Cathedral; Rev. M. R. Burns, rector Holy Family, Watertown.

Rochester, Very Rev. Thomas F. Hickey, V. G., rector the Cathedral; Very Rev. William A. McDonald, V. F., rector St. Francis de Sales', Geneva. Syracuse, Right Rev. Mgr. J. J. Kennedy, V. G., rector St. Lucy's Church; Right Rev. Mgr. James S. M. Lynch, rector St. John's Church, Utica. New York, Right Rev. Mgr. Joseph F. Mooney, V. G., rector Sacred Heart Church; Rev. D. P. O'Flynn, rector St. Joseph's Church; Rev. M. J. Lavelle, rector the Cathedral; Rev. Thomas McMillan, C. S. P. Principal topic was the legal standing of private schools.

**Allegany.**—The Allegany County Teachers' Association met at Belmont, February 20-21, and listened to the following program: "The Schoolmaster and the Rod," Prin. E. A. Ormsby, Wellsville; "First Year Latin—Its Value to the Student in English," Prin. C. H. Munson, Belmont; "The First Year in School," Miss Kittie McBride, Bolivar; "School Surroundings," Prin. O. W. Wood, Olean High School; "Supplementary Work," Prin. B. Frank Whitford, Little Genesee; "Physical Development for Teachers and Pupils," Prin. S. J. Slawson, Wellsville, and Prin. W. W. Miller, Friendship; Address of Welcome, Judge Elba Reynolds; Response, Prin. W. D. Hewes, Cuba; Annual Address, Inspector E. J. Peck, of the Regents. Subject: "The Practical Benefits of the Study of the Classics in Secondary Schools;" "Examinations—How Often—Benefits of—Injuries from—As a Test for Promotion." Discussion opened by Prin. E. P. Saunders, Alfred; "Busy Work, Methods, Devices, in Primary Work," Jennie B. Mason, Friendship, and Minnie Golden, Richburg; "Mind Study," Miss Clarissa Sprague, Alfred; State School of Ceramics with exhibit, Director Binns, Alfred. Informal meeting of the Association of Training Class graduates and students.—Miss Alice Southworth has resigned her position in the Wellsville schools to accept a better one at Mt. Vernon.

**Broome.**—The Binghamton city institute, under direction of Conductor Shaver, was very successfully carried out.—Miss Mary Collins, a teacher in the South Side school, at Binghamton, has handed in her resignation to the school directors and has left to accept a position as matron of a state institution near New York City.

**Chautauqua.**—Thomas E. Lockhart, for many years principal of the Mayville school, has resigned his position. The vacancy has been filled by the appointment of Prin. D. N. Albert, of Williamsville, N. Y.—Supt. E. E. Scribner, who has looked after Dunkirk's school interests for the past three years with credit to himself and to that city, asks for an increase of salary. He has been offered a superintendency in Michigan paying a much higher salary than he is now receiving. A city with such a fine high school building as Dunkirk has ought not to quibble over paying its superintendent an adequate salary.—The following summarize the recommendations made

by Supt. Rovillus R. Rogers, of Jamestown, in his annual report: "That immediate preparation be made for the erection of a south-side grammar school; that an appropriation be made for evening schools; that additional land be purchased at schools Nos. 9 and 10, and that plans be adopted for further ornamentation of school grounds; that the training school course be extended to cover two years; that the rate of salary for certain principalships be increased; that suitable dressing rooms be provided for the girls' gymnastic classes; that a system of ventilation and proper sanitary conveniences be provided for school No. 5." Regarding the subject, "Does the School Attempt too Many Things," he makes this interesting observation: "No serious home study is required in our schools below the last year in the grammar school and no request of a parent which is based upon fear for his child's health is ever disregarded. I have read much of the evil effects of excessive study and much of the injury to health and future usefulness caused by the strain of the public school, but I look in vain for any evidence to support these charges. I see many children for whom I might wish stronger bodies or keener minds, or more rational home care, but I do not see that the school has any responsibility in these matters which it is not meeting with care and fidelity. In the high school our course of study, as elsewhere noted, is entirely elective and as far as my observation goes there is more to be feared upon the undue ambition of parents than from the pressure of the school. Yet, on the whole, no doubt, those who prepare courses of study need to take care that useless subjects do not find a place in our schools, and our efforts should be directed to improving what we already have rather than to seeking for something new."

**Chenango.**—Principal C. S. Gibson has resigned his position as principal of the Afton school to accept one as principal of a grammar school in Utica. He has been connected with the Afton school for six years and has made an enviable reputation as a teacher and citizen.

**Columbia.**—The city institute at Hudson was held February 17-18, under direction of Conductor Sherman Williams.

**Dutchess.**—The Poughkeepsie board of education have passed resolutions raising the grade of standing to be attained before graduating from the high school.

**Erie.**—Miss Sarah Louise Arnold, of Boston, spoke on the subject of the "School and Afterward" before the Women Teachers' Association, of Buffalo, recently.—The spring meeting of the Teachers' Association of the second commissioner district of Erie County, was called at West Seneca March 8th. The following program was prepared: Address of Welcome, Prin. Thomas Kleis; Response, Pres. Henry J. Danser; Music, "Ladies' Quartette;" Original Poem, Prin. W. J. Owen; Spelling Contest, to the two persons spelling the most

## AMERICAN EDUCATION

words correctly prizes were awarded as follows: 1st prize, complete works of William Shakespeare, handy Stratford edition; 2nd prize, "The Making of an American," by Riis; Queries and Discussion, conducted by Prin. Cyrus S. Palmer; "Modern Educational Ideals," Prof. Charles T. McFarlane, Principal Brockport State Normal School; "Heroes and Heroines," Rev. Geo. W. Gallagher, lecturer, Lockport, N. Y.—Miss Ellen Chapman, teacher of English in the East Aurora high school, has resigned her position to accept one at Tarrytown. Miss Grace Stone, of Arcade, succeeds her.—The Women Teachers' Association, of Buffalo, is planning for a course of lessons in field nature study to begin probably in March, at the close of the series of lectures on "Art and Life," being given this winter with such splendid success. The course will be pursued under the direction of the Cornell Nature Study Department and instructors will be sent from the Agricultural Department of Cornell University, a state appropriation having been made for this class of work. The course will be given under the direction of Prof. John W. Spencer and Prof. Bailey. Four or six lessons will probably constitute the course. Mrs. Anna B. Comstock will conduct the study of insect life; plant life will be studied under the direction of Mrs. Miller, whose work in the Cornell summer school is so well known; field work will be conducted in connection with geography and junior naturalist work will be another of the features of the course.

**Franklin.**—Miss Mabel Ash has resigned her position as primary teacher in the schools at St. Regis Falls, having accepted a better position at Mt. Kisco. Miss Gertrude Hyde, of Moira, has been engaged to fill the vacancy in the St. Regis Falls schools.

**Genesee.**—The Genesee County High School Principals' Association held its meeting at the office of School Commissioner Loveridge, Batavia, and discussed the subject of "How Much and What English Should be Taught in Our Union Schools." The discussion was an informal one. Those present were: E. A. Ladd, Bergen; A. H. Downey, Oakfield; J. C. Benedict, Le Roy; Professors Kennedy and Burritt, of Batavia, and Principals Dyer and Roberts, of Pembroke and Alexander. Principal Benedict dwelt with particular emphasis on the fact that the commercial department was of especial value in keeping pupils in school longer, and Professor Kennedy spoke earnestly in favor of the value of classics as an aid in teaching English. The next meeting of the association will be held March 15th.

**Herkimer.**—Miss Winifred Orcutt has resigned her position in the Frankfort schools.—Miss Lela Parke, of West Winfield, has been appointed a teacher in the Herkimer high school.

**Jefferson.**—Miss Harriet Jackson, of Canton, has been elected as a teacher in the Antwerp high school.—Miss Jessie T. Robertson, who

has been preceptress of the Antwerp high school for the past two years, has resigned her position to accept a better position in the schools of Cambridge, Washington County, where she will conduct classes in German, French and Latin. Miss Robertson is highly spoken of in connection with her experience at Antwerp.

**Lewis.**—Fred H. Ralsten has tendered his resignation as school commissioner in Lewis County and the vacancy will be filled by Hon. Addison L. Clark, of Copenhagen. Mr. Ralsten, whose term as commissioner would have expired in December next, has a more lucrative position with the American Book Company, of Cincinnati, O. The appointment of Mr. Clark is a very good one for the teachers of Lewis County.—Principal Henry G. Grubel, of Constableville, has been engaged to conduct the summer school which will be held in Boonville during the coming season. He has been appointed president of its faculty with full power to engage assistants.

**Madison.**—Miss Carrie Richardson has been added to the faculty of the Canastota high school.—Prin. Edward E. Whitford, of the Brookfield high school, has resigned his position to accept one as teacher of mathematics in the high school at Shamokin, Pa.—Miss Edith Knight has resigned her position as teacher of language in the high school at Hamilton and is at present at her home in Mexico. Miss Florence Brownell, Vassar, 1900, has been engaged to fill the vacancy.

**Monroe.**—Dr. Richard T. Ely, of the University of Wisconsin, spoke on "The Evolution of Industrial Society" before the Rochester Economic Club recently. Dr. Ely is one of the clearest thinkers upon economic subjects that our country affords, and his address was very well received.—The Teachers' Association of the first commissioner's district of Monroe County held its meeting at Rochester. Principal John Green, of Irondequoit, president of the association, presided. The other officers are Principal Frank Barbour, of Despatch, first vice-president; Miss Odell, of Webster, second vice-president; Miss Swartout, of Brighton, recording secretary, and Miss Lillian Wing, of Mendon, corresponding secretary. Principal C. T. McFarlane, of the Brockport normal school, read an interesting paper on "Modern Educational Ideals." Supervisor Ada Van Stone Harris, of the kindergarten department of the Rochester public schools, discussed "The Teaching of Reading." Addresses were delivered by Assistant Principal Welland Hendrick, of the New York City teachers' training school, on "The Teaching of American History," and Head Inspector C. F. Wheelock, of the Regents of the University at Albany, on "The Efficiency of Our Schools."—Supt. Charles B. Gilbert, of Rochester, conducted an institute for fourth grade teachers at the normal school on Scio Street. Miss Harris gave the instruction in methods in arithmetic and in history, while Miss Hofer took up the

subject of music and Miss Lucas of drawing. In connection with the history work, Miss Harris had four stories worked out on sand tables by children in the normal school. Miss Mabel H. Benner's class worked out the story of De Soto, Miss Florence E. Roberts's class worked out the story of Moses, while the story of Abraham was worked by Mrs. E. A. Smith's class and the story of Ulysses by Miss M. Frances Logan's class. The work was extremely good, everything on the tables having been made by the children themselves.

**Montgomery.**—At a recent meeting of the Board of Education, at Amsterdam, plans and specifications for a new ward school building were adopted. At the same meeting it was decided to open five kindergartens next year.—Dr. Emerson E. White, of Columbus, Ohio, delivered two lectures before the teachers of Amsterdam.

**Niagara.**—The program of the institute for the cities of Niagara Falls and North Tonawanda showed a fine corps of lecturers and instructors, as follows: The conductor of the institute was Irving B. Smith, A. M., of Warsaw, and his assistants were Charles A. Shaver, institute conductor, Watertown; S. H. Albro, Ph. LL. D., Fredonia; William J. Milne, Ph. D., LL. D., Albany Normal College; Irving P. Bishop, M. S., Buffalo Normal School; Mrs. Anna E. Friedman, Buffalo; Miss Sarah A. Collier, Pd. B., State instructor in English, Oneonta; Miss Ida M. Isdell, Albany Normal College; James L. Hughes, Inspector of Schools, Toronto; F. J. Beardsley, Superintendent, North Tonawanda; R. A. Taylor, Superintendent of Schools, Niagara Falls.

**Oneida.**—Prin. Sidney R. Covey, of school 19, Utica, died recently. He had been teaching in Utica since 1897. He was very highly regarded by his associates and patrons of the school over which he presided.—Miss Myra LaSalle has resigned her position in the Oriskany schools, owing to the ill health of her father.—Miss Ethel Haven has resigned as preceptress at Bridgewater, owing to illness in her family.—Dr. Emerson E. White, of Columbus, O., addressed the teachers of Utica recently.—Charles S. Gibson, of Afton, has been elected to the principalship in the Utica grammar school made vacant by the death of Principal Covey.—Elmer J. Bailey, of Dobbs Ferry, has been elected to a position in the Utica high school.—Arrangements have been practically completed for establishing a summer school at Boonville. The location is an ideal one in point of climate and scenery.—Prin. A. M. Scripture, of the New Hartford school, has received a very pleasant letter from Supt. Charles R. Skinner commanding the work done in the high school under his charge, approving especially the teacher's course of study.

**Orange.**—The Schoolmasters' Council of the Highlands held its midwinter meeting at the Palatine Hotel, Newburgh, N. Y., on Friday and Saturday, February 7 and 8, 1902. The

council is limited in membership to fifty men, about thirty-five of whom were present. The meeting began on Friday evening with an excellent banquet. This was followed by a short and interesting list of toasts, presided over by Supt. J. F. Tuthill, of Middletown, N. Y. The speech of the evening was by Dr. Melvil Dewey, director of the State Library, on "Twentieth Century Library and Home Education." His wonderfully comprehensive and detailed knowledge of his subject, and his enthusiasm, commanded the closest attention. He gave a history of the library movement, and then told of the ways in which the homes of the people are being reached to-day. He discussed the traveling libraries, the branch libraries, and neighborhood libraries which have been organized in the state. He told of the formation of study clubs to which the State Library loaned books and pictures, covering a study period of ten successive weeks. Some idea of the great expense of caring for books was given. He prophesied that this expense, together with the enormous output of books would soon force the small libraries out of existence, and that in consequence, great centralized libraries would be formed. After the Saturday morning business meeting, Prof. Warren W. Read, of the Mt. Beacon Military Academy, Fishkill-on-Hudson, read a paper on "The High School Student's Reading," urging a closer supervision by teachers of the reading of their pupils, both in and out of school, and arguing that the personal direction of a student's reading is the surest means of building a personal bond between teacher and pupil. The paper provoked a lively and helpful discussion, opened by Prin. W. A. Wheatley, of Chester.—Miss Ella F. McGlone has resigned her position in the Mountain House school to accept one in New York City.

**Orleans.**—The teachers of Orleans County met at Medina. The following program was presented: "Arithmetic," Miss C. J. Newnham, Medina; "The Teachers and the Community," Principal N. G. Baker, Waterport; "Discussion," Miss Clara Sharp, Albion; "The Recitation," Miss Dora Tanner, Knowlesville; "How to Stimulate a Desire for Outside Reading," Principal R. E. Salisbury, Lyndonville; "Have We Taught Hygiene Without Creating an Irresistible Demand for Good Ventilation?" Commissioner H. R. Glidden, Holley.

**Oswego.**—The twelfth session of the Oswego County High School Teachers' Club was held in the Council Chamber at Oswego. About twenty-five members of the faculty of the various high schools of the county were in attendance. The principal address was delivered by Prof. J. Richard Street, of Syracuse University, whose subject was "Adolescence," which means the period from youth to early manhood and womanhood. Principal C. D. Hill, of the Oswego Falls High School, was to have delivered an address on "Home Life and School Life Correlated," but gave way to Professor Street, whose treatment of his subject was extended and exhaustive.—G. E. Ed-

munds has been formally appointed principal of the Fulton high school. Byron G. Clapp is superintendent of schools.

**Otsego.**—Miss Mary Arnold has been obliged to resign her position in the Cooperstown high school on account of ill-health.—The meeting of the Tri-County Conference of Principals of the counties of Otsego, Chenango and Delaware was held at Unadilla February 21-22. The program was prepared as follows: Address, Supt. Charles R. Skinner, Albany, N. Y.; Address of Welcome, Dr. Paris G. Clark, Unadilla; Response, Supt. W. C. Franklin, Oneonta; "The Home and the School," Supt. S. J. Gibson, Norwich; Discussion, Prin. W. S. Johnson, Cooperstown, and Prin. M. J. Multer, Franklin; "Academic Departments in Normal Schools," Dr. P. I. Bugbee, Oneonta Normal School; Discussion, Prin. F. M. Crumb, Bainbridge, and Prin. A. S. Knight, Sidney; "Preparatory Latin," Prin. J. R. Fairgrieve, Walton; discussion, by Prin. R. K. Toaz, Oxford, and Prin. H. M. Dann, Gilbertsville; "What May Parents and Patrons Reasonably Expect of the School," Prin. S. G. Gano, Edmeston; Discussion by Prin. A. R. Mason, New Berlin, and Prin. C. V. Bookhout, Hancock. The officers elected for the ensuing year are: President, Prin. B. C. Van Ingen, of Norwich; vice-president, Prin. J. R. Fairgrieve, of Walton; secretary and treasurer, Prin. R. S. Roulston, of Oneonta.—Miss Margaret Lovell has been hired as an assistant teacher in the high school at Schenevus and commenced her duties this week. Miss Lovell is a graduate of the Schenevus training class.

**Rensselaer.**—A fine reception was given Miss Anna Leach, recently appointed principal of the Emma Willard School at Troy.—Prof. W. L. Robb, who for seventeen years has held the chair of Physics in Trinity College, is considering a call to establish a department of Electrical Science in the Rensselaer Polytechnic Institute, Troy, N. Y. He was graduated from Columbia University in 1880, and from Berlin University in 1883.—The Southern Trojan, edited and published by Grammar School No. 12, Troy, is a very creditable publication in every respect, and is well calculated to arouse the interest of the pupils of that school in their study work. Many compositions of pupils in all grades are here reproduced, and, it seems to us, that these compositions show very careful and intelligent work.

**Saratoga.**—Prin. Geo. H. Harten, of the Mechanicville high school, addressed the Waterford Y. M. C. A. recently on subject of "Values."—At the teachers' meeting of the Waterford schools, held recently, Prof. J. L. Ryan was elected secretary in place of Prof. H. J. Gibson, resigned. The matter of teachers visiting other schools was brought up and all teachers requested to visit some school for one or two days before May 8th, and they will be expected to make a report of such visits. Miss Falconer gave an account of her visit

made to the Gloversville school, and described the manner in which number work was taught, which showed the work to be largely concrete in the third grade. The matter of an exhibit of the work of the entire school, to be given at Saratoga July 1 and 2, was considered, and the entire school will be represented. The question of the fitness of pupils upon leaving the grammar school for entering the high school was discussed. An article entitled "Bridging the Gap Between the Grammar and the High School," was read by Supt. Falconer.

**St. Lawrence.**—The Schoolmasters' Club, of St. Lawrence County, held its meeting at the Normal School, Potsdam, N. Y., Friday, February 28, and Saturday, March 1, 1902. The following program was prepared for the occasion: Address, Almon Gunnison, D. D., LL. D., President of St. Lawrence University, "The Teacher as a Citizen Maker;" "Educational Unity." Papers and discussions by Prin. T. B. Stowell, Ph. D., Potsdam Normal; Director William S. Aldrich, Clarkson School of Technology; Prin. Fred Van Dusen, Ph. D., Ogdensburg; Prin. John Laidlaw, B. A., Hammond. Science section: "Physiology from the One Cell Standpoint," Prof. Warren Mann, A. M., Potsdam. This talk was illustrated by living amoebæ. Mathematics section: Prin. C. L. Mosher, B. A., Canton, leader. Papers and discussions by Supt. Barney Whitney, Ogdensburg; Prin. Walther, of Massena, and others.

**Suffolk.**—Miss Mabel Vorhees has resigned her position in the Southampton school to accept one in New York City.

**Tioga.**—Prin. Julian Mills Round, of the Spencer high school, was recently married to Miss Edna Maude Hart, of Trumansburg.

**Washington.**—Miss Lida Vasbinder has resigned her position in the Salem school to accept one in Binghamton.

**Wyoming.**—Frank McGreevy, of Naples, has accepted the position of principal of the Bliss, N. Y., high school, to fill the vacancy caused by the former principal's acceptance of an appointment as teacher of English in the Philippines. Mr. McGreevy is a graduate of Buffalo Normal School.

#### GREATER NEW YORK.

The centralization of the school systems of Greater New York as provided for in the new charter, has engaged the attention and taxed the powers of the school officials to the utmost. Following are the assignments of associate and district superintendents:

**Division No. 1.**—First Major Division.—Districts Nos. 1, 2, 3, 4, 5, 6, 7 and 9, Manhattan; 45 and 46, Richmond; under general supervision of Associate City Superintendent G. S. Davis.

**Assignment of District Superintendents.**—Districts Nos. 1 and 9, J. H. Haaren; 2 and 3, M. J. Elgas; 4 and 5, E. D. Shimer; 6 and 7, Gustav A. Straubenmuller; 45 and 46, George Hogan.

**Division No. 2.—Second Major Division.**—Districts Nos. 8, 10, 11, 12, 13, 14, 15, 16, 17 and 18, Manhattan, under general supervision of Associate City Superintendent John Jasper.

**Assignment of District Superintendents.**—Districts Nos. 8 and 12, C. E. Meleney; 10 and 11, James Lee; 13 and 15, J. L. N. Hunt; 14 and 18, A. W. Edson; 16 and 17, E. D. Farrell.

**Division No. 3.—Third Major Division.**—Districts Nos. 19, 20, 21 and 22, Manhattan, and 23, 24, 25 and 26, the Bronx, under general supervision of Associate City Superintendent T. S. O'Brien.

**Assignment of District Superintendents.**—Districts Nos. 19 and 22, Seth T. Stewart; 20 and 21, James Godwin; 23 and 24, Arthur McMullin; 25 and 26, A. P. Schauffler.

**Division No. 4.—Fourth Major Division.**—Districts Nos. 27, 29, 31, 32, 33, 34, 35 and 36, Brooklyn, under general supervision of Associate City Superintendent A. S. Higgins.

**Assignment of District Superintendents.**—Districts Nos. 27 and 29, C. W. Lyon; 31 and 34, Miss G. C. Strachan; 32 and 36, E. P. Shallow; 33 and 35, W. A. Campbell.

**Division No. 5.—Fifth Major Division.**—Districts Nos. 28, 30, 37, 38, 39 and 40, Brooklyn, under general supervision of Associate City Superintendent J. H. Walsh.

**Assignment of District Superintendents.**—Districts Nos. 28 and 30, John Griffin; 37 and 38, J. M. Edsall; 39 and 40, J. J. McCabe.

**Division No. 6.—Sixth Major Division.**—Districts Nos. 41, 42, 43 and 44, Queens, under general supervision of Associate City Superintendent Edward M. Stevens.

**Assignment of District Superintendents.**—Districts Nos. 41 and 42, C. E. Franklin; 43 and 44, J. J. Chickering.

**General Assignments.**—City Superintendent Maxwell, after stating that the high schools were not to be considered as under the district superintendents of the local territory, announced that Associate City Superintendent A. P. Marble had been given charge of this subject and assigned District Superintendent H. W. Jameson to aid him in the direction and supervision of this department of the schools. Miss Evangeline E. Whitney, district superintendent, was assigned to the general subject of playgrounds, recreation centers, vacation schools and libraries in all boroughs to work directly under the direct control of the associate city superintendent to be assigned to this branch of education. Miss Anna M. Gordon, district superintendent, was assigned especially to aid Mr. Hogan in improving primary work in Richmond borough.

The project set on foot recently to build and equip a clubhouse for the teaching corps of the New York public schools, bids fair to be realized. The New York City Teachers' Association is the promoter of the movement.

The subject of uniform salaries for male

associate and district superintendents throughout the entire city has much agitated the Board of Education. In the end a compromise was reached. The plan, as adopted, provides as follows: The salaries of associate city superintendents shall be \$5,500, with no reduction of existing salaries for present terms. The salaries of district superintendents hereafter appointed or reappointed shall be \$5,000, but the salaries of the present district superintendents shall continue at their present figures until they are appointed for new terms.

**Manhattan.**—Hon. Edward M. Grout, comptroller; Hon. Charles V. Fornes and District Supt. C. E. Franklin, were the guests of the Male Teachers' Association, at the Hotel Albert. There was a large attendance of the association and a very enjoyable time was had. The guests responded to toasts.—The Principals' Association for the boroughs of Manhattan and the Bronx unanimously elected the following officers for the ensuing year: President, William J. O'Shea; vice-president, Isaac B. Sprague; secretary, Edgar Vanderbilt; treasurer, William G. Hess.—The meeting of the City College alumni at the Hotel Savoy was attended by many leading educators, among them Dr. Ira Remsen, of Johns Hopkins; Chancellor MacCracken, of New York University; Dr. Nicholas Murray Butler, Dr. Thomas Hunter and ex-Pres. Miles M. O'Brien. The meeting was a very pleasant and enthusiastic one.—District Superintendent James Godwin, the senior superintendent in point of years in Manhattan and the Bronx, has announced his intention to retire from active service in the schools. His associates regret to lose his services.—Manhattan College, the Roman Catholic educational institution, which has been for nearly fifty years at Broadway and West 131st street, has decided to remove to a new site in the Borough of the Bronx. A plot of twelve acres in extent near the line of the projected extension of the rapid transit road and in the vicinity of Van Cortlandt Park, which it overlooks, has been secured, where new buildings will be erected, which it is hoped to have ready for use next year.—The following teachers in Manhattan borough will retire from active service in the schools: Miss Victoria A. Huleu, P. S., 36, 710 East Ninth street, annuity, \$1,250; LaFayette Olney, P. S., 14, 225 East Twenty-seventh street, \$1,500; Miss Frances M. Comstock, P. S., 113, 7 Downing street, \$1,250; Miss Frances J. Murray, P. S., 88, 300 Rivington street, \$1,250 (April 1); Miss Elizabeth A. Martin, P. S., 59, 228 East Fifty-seventh street, \$1,250; G. C. Rexford, special teacher of music, \$800; James Moore, P. S., 44, \$1,080; Miss Josephine F. McCollister, P. S., 83, \$700; Miss Harriet Greenwood, P. S., 72, \$700; Miss Ellen Hill, P. S. 25, \$620; Miss Fannie C. McClellan, P. S. 14, Brooklyn, \$620; Miss Marion R. Coggswell, P. S. 60, Brooklyn, \$620; Miss Hannah S. Colby, P. S. 35, Brooklyn, \$690.

**Brooklyn.**—Dr. William L. Felter has been chosen principal of the Girls' High School, to

## AMERICAN EDUCATION

fill the vacancy caused by the death of Calvin E. Patterson. Dr. Felter has made a creditable record as principal of the Commercial High School. There are several applicants for the position in the Commercial High School.

**Queens.**—The Long Island City High School to be erected on Wilbur avenue, between Academy and Radde streets, will be a plain brick structure 70 feet by 182 feet, four stories high, with a basement and sub-basement containing boiler and coal rooms. It will accommodate 1,455 pupils, based on 35 pupils to a room. It will be entirely fire-proof in construction, the outer walls to be of stone to the first story windows and of red brick with terra cotta trimmings above.

**AMONG THE COLLEGES****VASSAR COLLEGE**

During the last two months the following lectures have been given at the college: President Angell, of Michigan University, "The European Eastern Question;" Dean Le Baron R. Briggs, LL. D., of Harvard University, "The Poetry of Dr. Donne;" Mrs. Harriot Stanton Blatch, Vassar '78, of Basingstoke, England, "The Handicrafts of England" (illustrated); Mr. Richard Watson Gilder, "Lincoln's Power of Expression;" Miss Heloise E. Hersey, Vassar '76, "The College Woman of To-morrow." Professor Albert Bushnell Hart delivered the Washington's Birthday address, "Washington as a Literary Man."

The sixth annual meeting of the Vassar Alumnae Historical Association was held at the College February 21 and 22.

The National Society for the Scientific Study of Education has just published a pamphlet "Some Principles in the Teaching of History," by Lucy M. Salmon, Professor of History at Vassar College.

The Senior honor list is as follows: Clara E. Axtell, Nashville, Tenn.; Isabel H. Dunham, Cleveland, O.; Helen C. Heath, Concord, N. H.; Emily Hinkle, Poughkeepsie, N. Y.; Elizabeth F. Johnson, Utica, N. Y.; Grace L. Kent, Newark, N. J.; Elizabeth Moore, St. Louis, Mo.; Luella Orr, Denver, Colo.; Winifred S. Riblet, Erie, Pa.; Elizabeth M. Smith, Portland, Me.; Bessie D. Wilson, Brooklyn, N. Y. Honorable mention: Fannie P. Simpson, New York; Susan A. Tanner, Erie, Pa.; Bessie J. Talmadge, Hammondsport, N. Y., and Millicent Todd, Amherst, Mass.

**IN THE STATE SUPERINTENDENT'S OFFICE.**

State Superintendent Charles R. Skinner has sent a copy of the order given below to the 259 school districts reported by the school commissioners as having failed to comply with the provisions of the flag law.

The provisions contained in chapter 222, laws of 1895, and chapter 481, laws of 1898, make it the duty of the school authorities of every public school in the several cities and school districts of the state to purchase a

United States flag, a flag staff and the necessary appliances therefor, and to display such flag upon or near the public school building during school hours, and at such other times as such school authorities may direct; that such school authorities shall establish rules and regulations for the proper custody, care and display of the flag, and when the weather shall not permit it to be otherwise displayed, it shall be placed conspicuously in the principal room in the school house. The necessary funds to defray the expense incurred under such acts shall be assessed and collected in like manner as moneys for public school purposes are raised by law.

Whereas, it appears from the report made by you to the school commissioner for the year ending July 31, 1901, that your district does not own a United States flag, and the provisions of the aforesaid laws of 1895 and 1898 have not been complied with;

Now, therefore, you are hereby ordered, without unnecessary delay, to purchase a United States flag, flag staff and the necessary appliances therefor, and to display such flag upon or near the school house in your district during school hours, and at such other times as you may direct and the regulations of this department may require. When the weather shall not permit it to be otherwise displayed, it shall be placed conspicuously in the principal room in the school house.

A wilful neglect to obey the provisions of the laws of 1895 and 1898 above cited, and this order, will render the school authorities liable to removal from office, and any share of the public money of the state apportioned to your district may be withheld.

**UNIVERSITY OF THE STATE OF NEW YORK.**

*Authorised announcements, March, 1902*

**Dress Sword of Washington.**—In the State Library is exhibited a sword said to have been given Washington by Frederick the Great, who was the brother of Prince Henry's great-great-grandfather. Following is a descriptive note from the 1873 report of the New York State Library:

"This is one of the five swords left by Washington in his will to his five nephews then living. The first named, who was the eldest, Wm. Augustine Washington, had the first choice, and selected this sword on account of its traditional history. He bequeathed it to his son, who in turn bequeathed it to Col. L. W. Washington, from whom the state received it. In 1858, this and the fourth sword were in his possession; the second was in the possession of Lt. Henry Davis, U. S. N.; the third was in the hands of Wm. T. Washington, and the fifth in the National Institute at Washington.

There is no known record of the fact, but it is generally reported in the family, that this sword was brought over from Europe about the year 1780 to Washington, with this verba-

message from Frederick II. (the Great), King of Prussia: 'From the oldest general in the world to the greatest.' A 'picture' with this sentence inscribed under it is mentioned in a newspaper of that year. There was another impression that it was brought over or delivered to him by Col. David Humphreys, of Connecticut, who had been upon his staff. It was frequently worn by Washington on State occasions, as in 1791 when he received the Senate at his private residence in Philadelphia. It is represented also in some of the portraits of Washington, for example the portraits painted by Vanderlyn for the U. S. House of Representatives in 1834. At the time when a sword of Washington and a staff of Franklin were presented in the House of Representatives in 1843, this sword 'from Frederick' was referred to as being still in the possession of one of the Washington family. The house of Col. Washington was entered during the John Brown raid in 1859 by his followers, and the sword was used by him while commanding at Harper's Ferry, and afterward returned to its owner. The sword is a straight pointed blade, with hilt and chain of polished steel, dotted with steel beads. The present case of green Turkey morocco is not the original; that was of white shagreen or shark skin. It was cleaned and covered in 1854 in Baltimore by S. Jackson, cutler."

In a copy of the *New Jersey Journal* of August 9, 1780, in the New York Historical Society appears the following:

"The King of Prussia not long since presented his Excellency, General Washington, with the picture of his Majesty, taken to the life, inscribed under, 'From the oldest general in Europe to the greatest general on earth.' A celebrated general of his Majesty's (over whom conquest never gained dominion), on viewing the inscription, asked, 'Why does he stand higher in the annals of fame than myself?' 'Consider,' replied this illustrious artist in the science of war; 'you never fought but at the head of troops in number, discipline, bravery, ardor, and full of hopes vying with any commander's; but this noble chief has encountered every embarrassment, and by his united abilities (complete to constitute the general indeed) has surmounted untold difficulties; and thereby justly stands entitled to such laurels as conquest, fame, and magnanimity only can give.'

In an article in the April, 1891, *Century* on this matter Moncure D. Conway says that soon after Carlyle had concluded his Life of Frederick, he told him that he had not met any instance or phrase on which our American legend might have been based. It is true that there is no documentary evidence of the fact, yet there would seem to be no doubt that this sword, one of the five left by Washington in his will, was chosen by the eldest of Washington's five nephews on account of its traditional history, i. e. that it had been presented to Washington with the verbal message from Frederick the Great, "From the oldest general of the world to the greatest."

*Convocation.* — Convocation is to be held this year June 30 and July 1. The informal gathering at the Ten Eyck, Monday afternoon will be followed by four formal sessions, viz., Monday evening, Tuesday morning, afternoon and evening. Monday evening Dr. Nicholas Murray Butler, President of Columbia University, will deliver the principal address on "Fundamental Principles of Education in the United States." Tuesday morning President J. G. Schurman, of Cornell University, will present "The Elective System and Its Limitations." President S. J. Campbell, of the College of St. Francis Xavier, New York, will lead in the formal discussion of President Schurman's scheme. He will be followed by Superintendent John Kennedy, of Batavia. Prof. Geo. E. Vincent, Dean of the Junior College of Chicago University, will deliver the principal address Tuesday evening.

From present indications the coming Convocation bids fair to be the strongest in the history of the University.

#### COLLEGE AND HIGH SCHOOL DEPARTMENTS

*Business Education.* — Inspector I. O. Crissy, President of the Department of Business Education of the National Educational Association, announces the completion of the Committee of Nine appointed to prepare a monograph on business education, with particular reference to courses in public schools as follows:

Durand W. Springer (Chairman), Director Commercial Department, High School, Ann Arbor, Mich.

William E. Doggett, Commercial High School, Brooklyn, N. Y.

Cheesman A. Herrick, Director School of Commerce, Central High School, Philadelphia, Pa.

E. E. Gaylord, Director Commercial Department of High School and Editor *Business Education*, Beverly, Mass.

W. T. Bookmyer, Principal Sandusky City Business College, Sandusky, Ohio.

Allan Davis, Principal Business High School, Washington, D. C.

H. M. Rowe, accountant, author and publisher of business text-books, Baltimore, Md.

J. H. Francis, Principal Commercial High School, Los Angeles, Cal.

By request of the chairman and some other members, the Department President was added as the ninth member of the committee.

This committee will make an earnest and exhaustive effort to formulate a course of procedure for introducing business subjects and courses in public schools which may be generally adopted throughout the country. The first meeting will be held in Philadelphia during the last week in March. It is expected that a preliminary report will be made at the next N. E. A. convention, Minneapolis, July 7-11, 1902. All who are interested in making suggestions are earnestly requested to correspond with members of the committee.

#### STATE LIBRARY AND HOME EDUCATION

*Library.* — Since December 1, 4 223 volumes

have been added, making the total (exclusive of duplicates) 331,406.

*Library School.*—The report for 1901 now in press records two important changes:

1. Requirement of graduation from a registered college for admission to the school. This marks mere formal recognition of the standard attained by natural evolution, as the limit of seating capacity makes it impossible to admit all, even of college-bred applicants.

2. Increase of tuition fees for the two years' course to \$100 for residents of New York, and to \$150 for non-residents.

For admission to the summer course the requirement of previous library experience will be strictly enforced, as admission to those under appointment, but without experience, brought in a retarding element.

*Traveling Libraries and Pictures.*—In February 31 libraries, 9 wall pictures, 1,963 lantern slides, 4 lanterns and 270 photographs were lent to 59 borrowers. The last traveling library contained 50 recent books, such as Hadley's *Education of the American Citizen*, Baker's *Seen in Germany*, Muir's *Our National Parks*, *The Benefactress*, and Parker's *Right of Way*.

*Study Clubs.*—Registry of the Potsdam German Conversational Club makes the total of registered clubs 513. Clubs are already beginning to apply for libraries for next year's study.

*Library for the Blind.*—In the past three months 407 volumes and 23 pieces of music were circulated among 261 borrowers.

#### STATE MUSEUM

Dr. E. P. Felt, State Entomologist, will lecture March 27 before the Brooklyn Institute of Arts and Sciences on "Stories Graven in Wood." This lecture is illustrated by over 100 lantern views, a large proportion of which are original and represent recent acquisitions to the State Museum collections.

A series of specimens illustrating the San José scale in its various forms and on 22 of its more common food plants has been added to the exhibit of scale insects.

#### THE ROYAL TRAIN.

The tour through the United States of Prince Henry of Prussia is being made in a train containing examples of the highest art of the car builder.

The two compartment sleeping cars "Iowa" and "Ohio" were picked out from the equipment of roads covering the entire country as being the most luxurious and comfortable cars now in operation. They are part of the new "Great Western Limited" running every night between Chicago, St. Paul and Minneapolis, via Chicago Great Western Railway.

#### UNIVERSITY OF THE STATE OF NEW YORK

##### HIGH SCHOOL DEPARTMENT

##### 172ND EXAMINATION

NOTE.—Words, phrases or sentences inclosed in parentheses have been supplied by us, and indicate that the paper in that respect had been marked wrong, or contained a mark to indicate that there was something lacking either to fill out or to better express the sense.—EDITOR.

##### ELEMENTARY ENGLISH

###### Questions

Answer questions 11-12 and six of the others but NO MORE.

1. Analyze by diagram or otherwise the following sentence:  
The favorite position of the deer is still spirited and graceful, and wholly unaffected by the pictures of him which the artists have put upon canvas.
2. Write sentences containing a) the nominative plural of *thief*, b) the possessive singular of *negro*, c) the possessive plural of *man*, d) an abstract noun derived from an adjective, e) an adverb of manner.
3. Write a letter to a cousin whom you have never seen, inviting him to visit you on Washington's birthday and stating how you have planned to entertain him.
4. Give the part of speech and the syntax of *each* of the italicized words in the following: a) The frightened beast, *fleeing* from the unreasoning brutality of the hounds, will often seek the open country, b) She descended the slope of the mountain until she reached the *more* open forest of hard wood.
5. Select from the following the incorrect sentences and rewrite in correct form, giving the reason for each correction: a) I do not like these sort of men, b) The tramping of many feet were heard all day long, c) "Scamps" is what he said, d) Let you and me decide this, e) He is tall like his brother is, f) I do not know whom to expect, g) She and myself will visit you shortly.
6. Write the third person singular of *each* of the tenses of the indicative active of *bear*. Give the active infinitives and participles of *bear*. [State in each case the name of the tense.]
7. Combine the following statements into a simple sentence: The hermit was a good man. He was in his garden. He sat on a bench. The bench was under a tree. He held his prayer-book in his hand.
8. Write a) an exclamatory sentence containing an infinitive phrase, b) a compound imperative sentence, c) a complex sentence containing a noun clause.
9. Parse the italicized words in the following: a) New York, the Empire state, is first in the value of its commerce, b) George, bring your sister her book.
10. Explain the meaning of *five* of the italicized words in the following:  
a Down the long street she passed, with her chaplet of beads and her missal.

- b* And a staircase,  
Under the sheltering *eaves*, led up to the  
*odorous* corn-loft.  
*c* Late, with the rising moon, returned the  
wains from the *marshes*.  
*d* Now, though *warier* grown, without all  
*guile* or suspicion,  
*Ripe* in wisdom was he.
- 11-12. Write an essay of at least 100 words on *one* of the following topics, paying special attention to spelling, capitalization, punctuation, grammatical construction, proper use of words and sentence structure [Essays on subjects other than those assigned will not be accepted]:  
*a*) Basil the herdsman [Give a description of Basil's Louisiana home and of his new occupation], *b*) Fellow-sufferers [Let Evangeline give an account of her meeting with the Shawnee woman and of their conversation about their disappointments.]

NOTE.—Pupils not familiar with *Evangeline* may write on one of the following: *a*) My baby brother, *b*) After school has been dismissed.

#### Answers

LUCY H. TIRTEMORE, A.M., Chesbrough Seminary, North Chili. BENSON H. ROBERTS, Principal.

2. *a*) The *thieves* were captured yesterday. *b*) The *negro's* child was lost in the swamp. *c*) They sell *men's* boots and shoes. *d*) He went out into the *darkness*. *e*) The girl turned and walked *swiftly* from the spot.

4. Fleeing, participle, connects *beast* and the phrase *from the unreasoning brutality*; often, adv. modifying *will seek*; until, conj. connects *she descended* and *she reached*; more, adj. (adv.) qualifies *open*; forest, noun, object of *reached*.

6. See grammar.

7. The hermit, a good man, was seated on a bench under a tree in his garden, holding his prayer-book in his hand.

8. *a*) You are going to London to-night! *b*) James take this book to your mother and you, Mary, remain here with me. *c*) It was quite evident that he was ill.

10. Eaves, that part of a roof which projects over the body of a building; odorous, scented; wains, workmen (wagons); marshes, low wet tract of land; warier, more careful.

#### 11-12. MY BABY BROTHER

He is two years old and about two and one-half feet tall, with light brown hair which falls in curls about his round baby face and soft, white neck.

He is very fond of stories, especially Bible stories, and his brown eyes, usually sparkling with fun and mischief, sometimes grow very serious as he listens. Often when I am working he brings his picture books and asks for a story, fortunately he is quite satisfied if I repeat them from memory. He also delights in "helping," sometimes sweeping with his little broom, washing dishes or watching the formation of a cookie-man.

This is my baby brother; the idol of his mother, the pet of his father, the tease and delight of his sisters and the general plaything of the whole family.

#### ELEMENTARY UNITED STATES HISTORY AND CIVICS.

##### Questions

Answer to questions but NO MORE.

1. Give an account of the first voyage of Columbus to America, covering *a*) purpose, *b*) discouragements, *c*) results.
2. Give a brief account of the discovery of *two* of the following: *a*) Florida, *b*) the Mississippi, *c*) the St. Lawrence.
3. Show how New York came into the possession of the English.
4. Describe the difficulties and perils of the early settlers of *one* of the following: Jamestown, Plymouth.
5. Show *a*) how negro slavery began in the colonies, *b*) why slavery increased more rapidly in the south than in the north.
6. Draw a map of that section of New York most exposed to invasion during the French and Indian wars and on it give the location, with name, of each of *two* important forts.
7. Define or explain *two* of the following: *a*) writs of assistance, *b*) declaratory act, *c*) committees of correspondence, *d*) Boston port bill.
8. Mention, as notably connected with the revolution, *a*) *two* political leaders, *b*) *three* American generals, *c*) *one* English statesman who favored the colonists, *d*) *two* foreigners who gave substantial aid, *e*) *one* naval commander, *f*) *one* financier.
9. What event forced England to grant independence to the colonies? State the boundaries of the United States as fixed by the treaty of 1783.
10. Mention the important wars in which the United States engaged between 1783 and 1860. Give the general cause and *one* important result of each war.
11. State the circumstances that led to the annexation of each of *two* of the following: *a*) Florida, *b*) Texas, *c*) Hawaii.
12. Write on *two* of the following: *a*) the battle of Gettysburg, *b*) Lincoln's assassination, *c*) results of the civil war.
13. Compare the methods of travel and transportation in colonial days with those of the present time.
14. Who has power under the constitution to *a*) command the army and navy, *b*) admit new states, *c*) make treaties, *d*) declare war? Distinguish between congress and the house of representatives.
15. Mention *three* things that the constitution forbids states to do. Give reason for *one* of these prohibitions.

##### Answers

RAYMOND E. REASOR, Addison High School.  
F. H. MILLER, Principal.

1. Columbus started from the port of Palos in the western part of Spain. He first went to the Canary Islands, where he was detained repairing his vessels. When he left these islands the sailors lost heart as the land faded out of sight. Several times during the voyage the sailors got discouraged and were on the verge of mutiny, when

Columbus said if they did not discover land in a few days they would turn back. Columbus was then sailing due west, but, seeing some birds flying southwest, one of his officers prevailed upon him to sail the way the birds flew and on the fifth day early in the morning a man on the mast shouted "land." It proved to be a small island in the group now called the Bahamas. Columbus also discovered Cuba and Haiti, where he left a small garrison and built a fort.

Columbus intended to discover (reach) the Indies. He did better, he discovered the New World. This discovery of Columbus created a new life in Europe. After him came many explorers and adventurers. It made the trade of Europe larger and was an outlet for her over-crowded population.

3. What is now New York was discovered by Capt. Henry Hudson, in the employ of the Dutch East India Co. This gave Holland her claim to it. The Dutch, however, made a settlement which they called New Amsterdam and established posts along the Hudson River and in New Jersey.

King James (Charles II.) of England, said this territory did not belong to the Dutch and gave it to the Duke of York, who sailed with a fleet of ships to New Amsterdam and demanded its surrender. Peter Stuyvesant, the governor, wished to resist, but the people would not help him and it passed into the hands of the British who named it New York.

4. The perils and suffering of the Pilgrims at Plymouth were great. There was the ever present danger of attack from the Indians. It was not safe for the men to work in the fields or go to church even without a loaded musket. The weather was very cold the first winter and the people suffered much. They did not have enough to eat and many were sick. By spring half the colonists were in their graves.

5. a) Slavery began in the colonies in 1619 when a Dutch ship sold twenty negro slaves, from Guinea, in Africa, to the people of Jamestown. b) In the South slaves were sold for field hands and the crops depended upon them. As tobacco and cotton later could be grown cheaper with slave labor, slaves were in demand. In the North they were used mainly as house servants and even some of the people did not use them at all.

7. a) Writs of assistance were search warrants with no name on them. The custom house officers could put in any man's name and search his house from top to bottom for smuggled goods. Sometimes, however, they searched a man's house out of malice. b) The Boston port bill closed the port of Boston to commerce, until the people should pay for the tea that was thrown into the harbor by the Boston tea party.

8. a) Hancock and Adams, b) Washington, Gates and Green, c) William Pitt, d) Lafayette and Pulaski, e) John Paul Jones, f) Robert Morris.

10. a) War with France. Caused by the French capturing our merchant vessels and selling them; the result was that the French quit. b) War with Tripoli. Caused by the Bashaw of Tripoli taking our merchant ships and selling their crews into slavery; the result was the same as that of the war with France. c) War of 1812. Caused by the English stopping our ships and searching

them for deserters from the British navy. They often took Americans. After the war nothing was said about it in the treaty of peace, but our ships were left alone. d) Mexican war. Mexican war was caused by a dispute over territory. The Mexicans claimed as far north as the Nueces River, the Americans south to the Rio Grande. After the war the Mexicans ceded to the United States the most of what is now called the Southern Pacific States and Territories, besides the disputed territory.

11. Texas was annexed in 1845. Several years before this Mexico, who (which) held the territory, was compelled to relinquish her claim by a rebellion of the Americans who had settled there. They had set up an independent republic, but finally asked congress to admit them into the Union. The admission was opposed by Mexico and the Northern States, but the Southern States were eager for it, for they wished to make new slave states and territories from it, and get more power in congress. This was the reason the North opposed it. It was finally annexed, but the North expected to get Oregon. c) After Admiral Dewey's victory in the Philippines it was necessary to send ships and men to him. As our ships did not carry coal enough to cross the Pacific a coaling station was necessary, so Congress annexed Hawaii at the petition of the inhabitants.

13. If a person wished to travel by land in colonial times he had to ride on a slow stage or go by horseback. To travel by water he had to go in a sailing vessel or rowboat. Things had to be carried in the same way. Now a person steps into an express train and is carried across the country at from forty to sixty miles an hour. Instead of traveling in a sailboat or rowboat, a person travels in a steamboat, which goes faster than a sailboat under the most favorable conditions. Other things are sent by freight, express or mail now.

14. a) President, b) Congress, c) President with approval of Senate, d) President with the Senate. Congress is both Senate and House of Representatives.

## ALGEBRA

### Questions

*Answer the first four questions and four of the others but NO MORE.*

1. Simplify 
$$\frac{a - \left( b - \frac{b^2}{a} \right)}{a^2 + b^2} \cdot \frac{a + b}{a - b}$$
2. Factor  $a^8 + 8, 4x^2 - 7xy + 3y^2, ac - 3a - 2bc + 6b,$   
 $a^8 - b^8, a^{2n} + 6an + 9.$
3. Solve  $x^2 = 3bx - 2b^2$
4. Write out by the binomial theorem the first four terms of  $(2a - b)^5$ , giving all the work for finding the coefficients.
5. Divide  $ax^4 - ax^2 - b^8$  by  $a - b$ .
6. Find the greatest common divisor (highest common factor) of  $2a^4 - 3a^3 + 7a^2 - 12a - 4$  and  $2a^8 - 11a^7 + 11a^4 - 4$ .

7. A square grass plot would contain 73 square feet more if each side were one foot longer; find the side of the plot.

8. Solve 
$$\begin{cases} \frac{m}{x} + \frac{n}{y} = a \\ \frac{n}{x} + \frac{m}{y} = b \end{cases}$$

9. Solve 
$$\begin{cases} x+y=7 \\ x^2+y^2=133 \end{cases}$$

10. Simplify  $(a - \sqrt{ab+b}) (\sqrt{a} + \sqrt{b})$ ;  $\frac{1}{2}\sqrt{3} - \sqrt{\frac{1}{2}} + \sqrt{\frac{1}{15}} - \sqrt{\frac{1}{15}}$ ;  $(x-y) + (\sqrt{x} + \sqrt{y})$ .

11. Solve  $\frac{20}{\sqrt{15+x}} - \sqrt{x} = \sqrt{15+x}$

12. The sum of two numbers is 16; the sum of their squares minus 67 equals the product of the two numbers. Find the numbers.

*Answers*

OLIVE B. NAYLOR, A. M., Chesborough Seminary.  
BENSON H. ROBERTS, Principal.

1.  $\frac{-4ab}{a^2-b^2}$

2.  $a^5+8=(a+2)(a^3-2a+4)$   
 $4x^2-7xy+3y^2=(x-y)(4x-3y)$   
 $ac-3a-2bc+6b=(c-3)(a-2b)$   
 $a^2-b^2=(a^4+b^4)(a^2+b^2)(a^2-b^2)[a+b]$   
 $(a-b)$   
 $a^n+6a^n+9=(a^n+3)(a^n+3)$

3.  $x=2b$  or  $b$ .

4.  $(2a-b)^5=(2a)^5-5(2a)^4b+10(2a)^3b^2$   
 $-10(2a)^2b^3=32a^5-80a^4b+80a^3b^2-40a^2b^3$ .

The coefficient of the first term is the fifth power of the coefficient of  $a$ , the coefficient of the second term is five times the fourth power of the coefficient of  $a$  (as 5 is the exponent of the binomial) and of each succeeding term is found from the next preceding term by multiplying its coefficient by the exponent of  $a$  and dividing that result by one plus the coefficient of  $b$ .

5.  $ax+ax^{-1}b+ax^{-2}b^2$

6.  $2a^3-3a-1$ .

$n^2-m^2$

8.  $x=\frac{nb-ma}{m^2-n^2}$

$y=\frac{mb-na}{m^2-n^2}$

9.  $x=5$  or  $2$   
 $y=2$  or  $5$ .

LATIN—FIRST YEAR

Questions

Answer 10 questions but NO MORE, including at least one translation into English and one translation into Latin.

1. Mark the division into syllables and the accent of five of the following words: *patribus*, *causae*, *virtutis*, *amavistine*, *omnium*, *terrarum*, *rexerim*, *audiamur*.

2. Decline *civis*, *acies*, in the singular; *vir*, *nauta*, *tempus*, in the plural.

3. Translate into English:

Dum haec Romae geruntur, imperator cum eis militibus, quos a Caesare accepérat, in fiñes Gallorum venit. His praeerat Viridovix ac *imperium* tenebat earum omnium civitatum quae eo tempore defecerant. Ex his civitatibus Viridovix exercitum magnasque copias coegerat.  
*imperator*=general, *Viridovix*=Viridovix, *deficio*=rebel, *cogo*=collect.

4. Decline, in the singular, *imperium*, *omnium*, *civitatum*, *exercitum*, the feminine of *haec*.

5. Conjugate *accepérat* in the future perfect indicative active, in the imperfect subjunctive passive; *tenebat* in the perfect indicative active, in the future indicative passive.

6. Translate into Latin: a) He says that he is a Roman general. b) He came to Rome to see the consul. c) Because their towns were fortified, the enemy did not fear. d) Let us go against the Gauls with our forces. e) Have you the sword that you captured?

7. Write the second person singular of *each* of the tenses of the indicative and subjunctive of *possum*.

8. Translate into English: Cum Dareus ad Atticam cum copiis accessisset, Athenienses nuntium *Spartam* miserunt ut auxilium peteret. Postea Athenienses copias ex urbe eduxerunt castraque fecerunt. Secundo die sub monte *acie* instructa, proelium cum hostibus commiserunt.  
*Dareus*=Darius, *Attica*=Attica.

9. Give the reason for the case of *Spartam*, *die*, *acie*; for the mode of *accessisset*, *peteret*.

10. Translate into Latin: a) He orders the soldiers to make war on the Greeks. b) They will not obey the leader of the army. c) We must send messengers to our friends. d) Prepare to lead the cavalry into the territories of the Gauls. e) I am about to rule in those provinces.

11. Compare *altus*, *magnus*, *miser*. Form an adverb from *facilis*. Form and compare an adverb from *gravis*.

12. Decline in the plural a) *ego*, *tu*, *sui*; b) *amans* in all genders.

13. Write the principal parts of *geruntur*, *praeerat*, *tenebat* (question 3), *peteret*, *eduxerunt* (question 8).

14. Translate into English: Deinde ab eo loco progressus Ulixes ad insulam Aeolianam venit. Ibi rex ipse Graecos accepit atque eis persuasit ut paucos dies in ea insula manerent. Septimo die Ulixes ad Ithacam sine mora profectus est.  
*progredior*=advance, *Ulixes*=Ulysses, *Aeolia*=Aeolia.

15. State, with reason, the case that should be used in translating into Latin each italicized word in the following: a) The army marched six miles. b) Part of the soldiers retreated. c) He gave me a book. d) We praised Cicero, the consul. e) He struck me with a javelin.

## Answers

MURRAY PRIOR, Albany High School. OSCAR D. ROBINSON, Principal.

1. p-tri-bus, vir-tu-tis, om'-ni-um, ter-r-rum, au-di--mur.

2. (See grammar for answer.)

4. (See grammar for answer.)

6. a) Dicit eum (se) esse Romanum importatorem. b) Venit Roman ut videret consulem. c) Oppida munitua (munita), hostes non timebant. d) Ite nos (Eamus) contra Gallos cum suis (nostris) copiis. e) Habes (ne) gladium qui (quem) oppugnabas?

7. (See grammar for answer.)

8. When Darius came to Attica with all forces, the Athenians sent a message to Sparta to seek aid. After this the Athenians led out their forces from the city and made a camp. On the second day a line of battle having been drawn up under the mountain, they commenced a battle with the enemy.

| 11. Pos. | Comp.    | Sup.       |
|----------|----------|------------|
| altus    | altior   | altissimus |
| magnus   | maior    | maximus    |
| miser    | miserior | miserrimus |

An adverb from facilis is facile.

grave (graviter) graviter (gravius) gravissime

|        |                                |           |
|--------|--------------------------------|-----------|
| 12. a) | Nom. nos                       | vos       |
|        | Gen. nostrum or vestrum or sui |           |
|        | nostri                         | vestri    |
|        | Dat. nobis                     | vobis     |
|        | Acc. nos                       | vos       |
|        | Abl. nobis                     | vobis     |
| b)     | amantes                        | amantia   |
|        | amantium                       | amantium  |
|        | amantibus                      | amantibus |
|        | amantis or es                  | amantia   |
|        | amantibus                      | amantibus |

|                         |         |             |
|-------------------------|---------|-------------|
| 13. gero gerre (gerere) | gessi   | gestus      |
| praesum praesesse       | praefui | praefuturus |
| teneo tenere            | tenui   | tentus      |
| peto petere             | petivi  | petitus     |
| educo educere           | eduxi   | eductus.    |

15. a) "Miles" in the accusative. Duration of time or extent of space is expressed by the accusative.

b) "Soldiers" in the genitive plural. Partitive Genitive.

c) "Me" is in the dative. The indirect object is put in the dative.

d) "Consul" is in the accusative. An appositive agrees with its nouns in gender, number and case. Consul agrees with Cicero, direct object of "praised."

e) "Javelin" is in the ablative. The instrument or means of action is put in the ablative.

## GERMAN—FIRST YEAR

## Questions

Answer questions 7 and 8 and eight of the others but NO MORE.

1-2. Translate into English:

KAISER WILHELM I.

Kaiser Wilhelm I wurde am 22. März 1797 geboren. Er war immer fleifsig beim Studieren

und machte seinen Eltern und Lehrern viel Freude. Seine Dankbarkeit gegen seine Lehrer sieht man aus einem Briefe, welchen er 1809 an seinen früheren Lehrer Zeller in Königsberg schrieb. Dieser Brief ist ferner interessant als das älteste vorhandene Schreiben des Kaisers. Er sagte: "Lieber Vater Zeller! Ich danke dir von ganzem Herzen für das Gute, dass du mir erwiesen hast. Ich denke oft mit Freuden an die Tage, die wir in deiner Schule zugebracht haben, und besonders an den letzten. Ich bitte dich, die ganze Schule zu grüssen. Lebe wohl, lieber Vater! Dein dich liebender Sohn Wilhelm."

ferner=besides, vorhanden=extant, subringen=spend.

3-4. Translate into English:

## DIE CHRISTWURZ.

Die Sonne war bereits untergegangen, nur die Spitzen der Berge glänzten noch rotgolden, im Thal hatte die Dämmerung bereits ihre grauen Nebeltücher über die Schneefelder gebreitet. Kein lebendes Geschöpf war sichtbar, nur zwei Krähen zogen mit langsamem Flügelschlägen waldeinwärts. Ganz in der Ferne schimmerte ein Licht durch den Nebel, das kam von den erleuchteten Fenstern der Klosterkirche; und dem Lichtschein nach über den knirschenden Schnee schritt die Mutter mit angstfülltem Herzen.

Christwurz=Christmas rose, Nebeltuch=garden mist, Geschöpf=creature, Krähe=crow, knirschen=creak.

5-6. Translate into English:

## DEUTSCHE LIEBE.

Die Wolken am Himmel der Kindheit dauern nicht lange, und nach einem kurzen, warmen Thränenregen sind sie verschwunden. So war ich bald wieder auf dem Schlosse, und die Fürstin gab mir ihre Hand, die ich küssten durfte, und dann brachte sie ihre Kinder, die jungen Prinzen und Prinzessinen, und wir spielten zusammen, als hätten wir uns schon seit Jahren gekannt. Das waren glückliche Tage, wenn ich nach der Schulzeit—denn ich ging nun schon in die Schule —auf das Schloss gehen durfte, um zu spielen. dauern=last.

7. Translate into German: a) Come to me at half past five, b) I should like to talk to you, c) If you wish, he will go with you. d) The boy will be praised by his teacher, e) Why do you not wait till it stops raining?

8. Conjugate in the singular, the imperfect indicative active and the imperfect subjunctive active of nehmen, the future indicative active of beginnen, the present indicative passive of geben, the pluperfect indicative passive of sagen.

9. Indicate the gender and accent of each of five of the following nouns: Soldat, Leben, Freundin, Schmeichelei, Professor, Antwort, Apfelbaum, Gelegenheit.

10. Decline in the singular, der schöne Tag; in the plural, unser kleines Pferd.

11. Write the principal parts of reiten, einfallen, geschehen, rufen, waschen.

12. Write the synopsis of mögen in the third person singular.

13. Translate into English: a) Er weiss nicht was er will. b) Die Schuld liegt nicht an mir. c) Ich bin Ihnen sehr dankbar. d) Dies bleibt noch zu thun. e) Was kann ich dafür?
14. Write original German sentences containing a) an indeclinable word, b) a possessive pronoun used substantively, c) an ordinal numeral, d) a subjunctive of wish, e) an infinitive used substantively.
15. Write from memory and translate at least 10 consecutive lines of one of the following: *Der Wirtin Töchterlein, Schwertlied, Sinn-sprüche, Du, du, liegst mir am Herzen.*
- 
- Answers*
- CLARA ROSE HAEUSSER, Albany High School.  
OSCAR D. ROBINSON, Principal.**
- I-2. EMPEROR WILHELM I.**
- Emperor Wilhelm I was born March 22, 1797. He was always industrious in his studies and gave his parents and teacher (teachers) much joy. His gratefulness toward his teacher (teachers) is seen from his letter, which he wrote in 1809 to his former teacher Zeller in Königsberg. This letter is besides interesting as the oldest extant writing of the Emperor. He said: "Dear father Zeller! I thank you with all my heart for the good that you have taught me. I often think with pleasure of the days that we spent together in your school, and especially the last ones. I request you, to greet the whole school. Live well (farewell), dear father! Your loving son, Wilhelm.
- 3-4 THE CHRISTMAS ROSE.**
- The sun had just set, only the top of the mountains reflected a golden red light. In the valley the evening (twilight) had already spread her garment of mist over the fields of snow. No living creature was to be seen, only two crows moved with slow flapping of wings towards the woods. Far in the distance glimmered a light through the mist, that came from the lightened windows of the convent church and following this light over the creaking snow, strode the mother with anxious heart.
- 5-6. GERMAN LOVE.**
- The clouds on the sky of childhood do not last long, and after a short warm rain of tears they disappear. So was I soon again at the castle and the Countess gave me her hand, which I was allowed to kiss, and then she brought her children, the Princes and Princesses, and we played together as if we had known each other for years. Those were happy days, when after schooltime—for I already went to school—I was allowed to go to the castle in order to play.
7. a) Kommen Sie zu mir um halber seks (halb fünf). b) Ich wurde (möchte) gern mit ihnen (Ihnen) sprechen. c) Wenn es ihnen flehig (Sie es wünschen) ist, wird er mit ihnen (Ihnen) gehen. d) Der Knabe wird (von seinem Lehrer gelobt werden) gelobt werden von seinem Lehrer.
- e) Warum warten Sie nicht, bis es aufhört zu regen.
8. See grammar.
10. See grammar.
13. a) He knows not what he wants.  
b) The blame lies not on me.  
c) I am very thankful to you.  
d) This remains to be done.  
e) What can I do for it?  
(How can I help it?)
- 

**ARITHMETIC****Questions**

*Answer the first five questions and five of the others but NO MORE.*

1. Simplify  $\frac{\frac{1}{8} + \frac{1}{4} \times \frac{3}{8} + \frac{1}{2}}{1 + (\frac{1}{2} - \frac{1}{3})}$  and express the result both as a common fraction and as a decimal fraction.
2. A rectangular tank 2 meters 5 decimeters long and 1 meter 4 decimeters wide holds 28.7 hectoliters; find the depth of the tank.
3. Find the simple interest of \$836 at 2½% from May 31, 1901, to the present date.
4. Find the cost, @ \$15 per M., of 75 pieces of lumber each 14'×16"×1¾".
5. A man bought a farm of 196 acres for \$9,800 and after spending \$980 for improvements, sold the farm at \$66 an acre; what was his per cent. of gain?
6. Reduce  $\frac{11}{12}$  to its lowest terms.
7. Find the cost, @ 60c. a yard, of carpeting a room 16 feet 4 inches wide and 21 feet 6 inches long with carpet 27 inches wide, if the strips of carpet run lengthwise.
8. Find the net proceeds on the sale of 576 barrels of flour @ \$7.50 a barrel, the commission being 3¾% and the freight and storage being 33c. a barrel.
9. Find the square root of 3 to three decimal places.
10. How many bushels will a bin hold that is 7 feet long, 4 feet wide and 3½ feet deep? [2150.4 cubic inches = 1 bushel.]
11. Find the proceeds of a 60 day note for \$830 without interest, dated December 21, 1901, and discounted to-day at a bank at 6%.
12. A merchant buys cloth at \$1.20 a yard and marks it so as to sell it at a discount of 20% from the list price and still gain 20%; find the list price of the goods.
13. A house worth \$12,000 was insured for  $\frac{3}{5}$  its value by three companies; the first took  $\frac{1}{3}$  the risk at 1-5%, the second 1-5 the risk at  $\frac{1}{4}\%$ , and the third the remainder at  $\frac{3}{8}\%$ . What was the whole premium paid?
14. What is the loss on 40 shares of stock bought at 109½ and sold at 106¾, brokerage being  $\frac{1}{8}\%$  in each case?
15. Define five of the following: common fraction, common multiple, numerator, composite number, proportion, evolution, discount.

*Answers*

MARY W. KEARNEY, School No. 7, Albany, N. Y.  
JENNIE A. UTTER, Principal.

1.  $\frac{1}{100}$  and .69.
2. 8.2 dm., or .82 m.
3. \$13,875 $\frac{1}{2}$ .  
(\$13,875 $\frac{1}{2}$ ) right answer.
4. \$36.75.
5. 20% gain.
6.  $\frac{1}{100}$
9. 1,732 $\frac{1}{2}$ .
10. 75 bushels.
13. \$30.625.

15. The numerator is the number which shows how many parts form the fraction and it is written above the line.

A composite number is one that has exact divisors besides itself and one.

Proportion is an equality of ratios.

Evolution is the process of finding the roots of numbers.

Discount is the deduction in the price or value of anything.

## GEOGRAPHY

*Questions*

*Answer to questions but no more.*

1. Draw in outline the Atlantic coast of the United States.
2. On the map draw in answer to question 1 show the location of a) Cape Cod, b) Long Island sound, c) Delaware bay, d) Cape Hatteras, e) Rhode Island, f) Georgia, g) Delaware, h) Connecticut, i) South Carolina, j) Virginia.
3. Mention one county of New York well-known for its production of fruit, one in which wheat-growing is an important industry, one in which lumbering is carried on extensively, one in which iron is mined, one in which dairying is an important industry.
4. Mention five of the native wild animals of New York state and describe one of them, touching on a) its home, b) its food, c) its habits of life, d) its benefits or injuries to man.
5. Mention the largest five cities in New York state and give one important fact concerning each city mentioned.
6. Mention in order the states that would be seen on the west bank of the Mississippi in going from St. Paul to the Gulf of Mexico.
7. Mention five countries of South America and give with regard to each a) location, b) name and location of capital, c) form of government.
8. Describe three of the following: Columbia river, Puget sound, Pike's peak, Sierra Nevada mountains.
9. Mention five important rivers of British America and describe one of them.
10. Describe five of the following: Danube river, Strait of Gibraltar, Dardanelles, Corsica, Pyrenees mountains, Gulf of Finland, Volga river, Sicily.

11. Describe the production of each of three of the following: honey, cocoanuts, cork, olive oil, dates.
12. Describe three of the following: Nile river, African diamond fields, Kongo river, Madagascar, the Transvaal.
13. Give the name and location of a) one important river in Siberia, b) two important cities in China, c) one seaport of India, d) one important island in the Indian ocean.
14. Describe a route from New York to Manila and state approximately the time required to make the trip.
15. Explain why the days are shorter in winter than in summer. [Use diagram.]

*Answers*

WARD H. MORRIS, Adams High School.  
R. H. SNYDER, Principal.

1-2. Diagram shown, but not copied. See map.  
3. Schuyler County is noted for its production of fruit; wheat-growing is an important industry in Monroe County; lumbering is carried on extensively in Franklin County; iron is mined in Essex County; dairying is an important industry in Jefferson County.

4. Deer, bear, panther, fox and skunk. The fox lives in almost any part of the state. It kills hens, ducks, geese and mice, and also eats rabbits. The fox is noted for his slyness and is killed for sport and for his hide, which can be sold. It digs a hole in the ground, but does not sleep all through the winter like the woodchuck. It kills the farmer's hens and will eat all that is left out-of-doors. It benefits the farmers by killing the mice and grubs that destroy the crops.

5. New York City is noted for being the metropolis of America; Buffalo is a grain port; Rochester is noted for its flour mills; Albany is the capital of New York State; Syracuse is noted for its salt wells.

6. Minnesota, Iowa, Missouri, Arkansas and Louisiana.

7. Brazil is in the east-central part of South America. The capital is Rio Janerio, in the southeastern part on the Atlantic ocean. Brazil is a republic. Chile is in the southwestern part on the Pacific ocean. The capital is Santiago, in the north-central part. Chile is a republic. Venezuela is in the northern part of South America. The capital is Caracas, in the northeastern part, on the Caribbean sea. Venezuela is a republic. Argentine Republic is in the southern part of South America. Its capital is Buenos Ayres, in the eastern part on the Atlantic ocean. The government is a republic. British Guiana is in the northeastern part of South America. Its capital is Georgetown on the Atlantic ocean. The country is under British rule.

9. The Mackenzie, the Nelson, the St. Charles, the Ottawa and the Yukon rivers. The Mackenzie river rises in Slave Lake in the north-central part of Canada and flows north into the Arctic ocean. In winter this river is frozen over and when the sun comes north the ice is melted in the southern part. The water flowing north, strikes the ice and overflows many miles of land. This

region is seldom visited by anyone except hunters and trappers.

11. Honey is made by bees. They first gather the sweet juice from the sugar-maple tree or the pollen from flowers and carry it to the hive. The wax also has to be found. There are bees in the hive and they fill themselves with the honey and after a while put it in the little cups or combs of wax. Cork is the bark of the cork tree. It is stripped from the tree once in seven years. Dates are the fruit of the date palm. They are grown in Ceylon and other tropical regions.

13. a) The Lena river rises in the north-central part of China and flows into the Arctic ocean. b) Pekin is in the northeastern part of China; Canton is in the southeastern part, on the Pacific ocean. c) Bombay is in the western part of India on the Arabian sea. d) Madagascar is in the Indian ocean, southeast of Africa.

### UNIFORM EXAMINATIONS

*Left from February*

#### AMERICAN HISTORY

##### Questions

1. a) Who discovered the Pacific ocean? b) Who was the first man to cross it? c) Who was the first Englishman to cross it?
2. Compare the first colonist of Virginia with those of Massachusetts as to a) character; b) object in coming to America.
3. Name two occasions during the revolution when Benedict Arnold rendered valuable service to the American cause.
4. a) For how long a time were the articles of confederation in force? b) Give two reasons why these articles failed to provide an efficient government.
5. Who was president at the time that South Carolina a) declared the tariff laws null and void; b) seceded from the Union? c) State the attitude of the president toward the state in each case.
6. Three of the great political issues before the country between 1820 and 1850 were internal improvements, United States bank and protective tariff. a) Name the political parties during this period. b) State the attitude of each toward each of these questions.
7. What event of the civil war is given as a) the first military engagement; b) the one in which the first blood was shed; c) the first great battle?
8. a) What is a blockade? b) What was the effect of the blockade on the South during the civil war?
9. Name three important events that occurred in Boston between January 1, 1770, and January 1, 1777.
10. Name an important event of the war of 1812 that occurred on a) Atlantic coast; b) Gulf coast; c) Canadian frontier.

##### Answers

1. a) Balboa. b) Magellan. c) Drake.
2. The former were adventurers and noblemen. They came to find precious metals and gain

wealth. They were largely of dissolute habits. The latter came to establish a home where they could maintain religious freedom and cultivate the soil. They were noted for their integrity and industry.

3. Quebec and Saratoga.

4. a) Seven years. b) Lacked executive power.

5. a) Jackson. Buchanan. b) Jackson took a decided stand against the convention in South Carolina and sent troops to collect the revenues. Buchanan did nothing.

6. Democrats—National Republicans. Democrats would leave internal improvements to private enterprise or state government. They regarded the Bank of the United States unconstitutional. They favored a low tariff. The Republicans were for internal improvements at national expense. Approved the United States Bank and high protective tariff.

7. a) Attack on Fort Sumter. b) Riot in the streets of Baltimore. c) Bull Run.

8. A fleet of war vessels guarding the port of an enemy to prevent passage of vessels. This prevented the south from selling their produce to European nations and also in receiving war supplies.

9. Boston massacre, Boston Tea Party and the evacuation of Boston.

10. a) Battle between Guerriere and Constitution. b) Battle of New Orleans. c) Perry's victory on Lake Erie.

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### Educational Statistics of States and Leading Cities — 1900-1901

| States and Cities          | Superintendents of Schools    | Population Census 1900 | Population Census 1890 | School Enrollment | No. of Teachers | School Expenditures |
|----------------------------|-------------------------------|------------------------|------------------------|-------------------|-----------------|---------------------|
| ALABAMA . . . . .          | John W. Abercrombie           | 1,828,697              | 1,513,401              | 533,288           | 6,935           | \$1,583,350         |
| Mobile . . . . .           | S. S. Murphy . . . . .        | 38,469                 | 31,076                 | 4,000             | 83              | 45,000              |
| Birmingham . . . . .       | J. H. Phillips . . . . .      | 38,415                 | 26,178                 | 6,000             | 110             | 50,777              |
| Montgomery . . . . .       | Charles L. Floyd . . . . .    | 30,346                 | 21,883                 | 2,850             | 70              | 35,516              |
| ARIZONA . . . . .          | R. L. Long . . . . .          | 122,931                | 88,243                 | 17,817            | 431             | 337,253             |
| Tucson . . . . .           | Francis M. Walker . . . . .   | 7,531                  | 5,150                  | 1,200             | 24              | 16,43               |
| Phoenix . . . . .          | W. B. Creager . . . . .       | 5,544                  | 3,152                  | 1,700             | 31              | 30,000              |
| ARKANSAS . . . . .         | J. J. Doyne . . . . .         | 1,311,564              | 1,128,211              | 323,859           | 7,472           | 1,396,59            |
| Little Rock . . . . .      | J. R. Rightsell . . . . .     | 38,307                 | 25,874                 | 5,000             | 91              | 75,413              |
| Fort Smith . . . . .       | J. L. Holloway . . . . .      | 11,557                 | 11,311                 | 2,600             | 55              | 38,000              |
| Pine Bluff . . . . .       | John H. Hinemon . . . . .     | 11,496                 | 9,952                  | 2,565             | 45              | 27,543              |
| Hot Springs . . . . .      | Geo. B. Cook . . . . .        | 9,973                  | 8,086                  | 2,500             | 37              | 25,000              |
| CALIFORNIA . . . . .       | Thomas J. Kirk . . . . .      | 1,485,053              | 1,213,398              | 257,557           | 7,605           | 6,401,459           |
| San Francisco . . . . .    | R. H. Webster . . . . .       | 342,782                | 298,957                | 48,517            | 1,017           | 1,152,031           |
| Los Angeles . . . . .      | James A. Foshay . . . . .     | 102,479                | 50,395                 | 21,510            | 530             | 549,015             |
| Oakland . . . . .          | J. W. McClymonds . . . . .    | 66,960                 | 48,682                 | 10,875            | 255             | 314,55              |
| Sacramento . . . . .       | O. W. Erlewine . . . . .      | 29,292                 | 26,386                 | 4,291             | 133             | 147,24              |
| San Jose . . . . .         | Frank P. Russell . . . . .    | 21,500                 | 18,600                 | 3,469             | 19              | 118,125             |
| San Diego . . . . .        | Frank P. Davidson . . . . .   | 17,700                 | 16,150                 | 3,300             | 84              | 79,17               |
| Stockton . . . . .         | Jas. A. Barr . . . . .        | 17,506                 | 14,444                 | 2,450             | 70              | 80,314              |
| COLORADO . . . . .         | Mrs. H. L. Grenfell . . . . . | 539,700                | 413,249                | 117,555           | 1,699           | 2,894,333           |
| Denver . . . . .           | (1) . . . . .                 | 133,857                | 106,713                | 27,181            | 530             | 750,180             |
| Pueblo . . . . .           | (2) . . . . .                 | 28,157                 | 24,558                 | 5,400             | 158             | 176,01              |
| Colorado Springs . . . . . | John Dietrich . . . . .       | 21,085                 | 11,140                 | 5,700             | 120             | 145,000             |
| Leadville . . . . .        | Edward C. Elliott . . . . .   | 12,455                 | 10,384                 | 2,119             | 47              | 49,247              |
| CONNECTICUT . . . . .      | C. D. Hine (Sec.) . . . . .   | 908,420                | 746,258                | 155,228           | 4,160           | 3,189,428           |
| New Haven . . . . .        | F. H. Beede . . . . .         | 108,027                | 81,248                 | 16,300            | 456             | 377,95              |
| Hartford . . . . .         | Thos. S. Weaver . . . . .     | 79,850                 | 53,237                 | 15,133            | 115             | 400,465             |
| Bridgeport . . . . .       | Chas. W. Deane . . . . .      | 70,996                 | 49,886                 | 10,961            | 27              | 237,410             |
| Waterbury . . . . .        | B. W. Tinker . . . . .        | 45,859                 | 38,645                 | 7,687             | 186             | 106,42              |
| New Britain . . . . .      | Giles A. Stuart . . . . .     | 25,078                 | 16,519                 | 4,200             | 118             | 88,40               |
| Meriden . . . . .          | A. B. Mather . . . . .        | 24,96                  | 21,652                 | 6,000             | 109             | 78,00               |
| DELAWARE . . . . .         | C. H. Layton (Sec.) . . . . . | 184,735                | 168,493                | 38,074            | 859             | 603,172             |
| Wilmington . . . . .       | Geo. W. Twitmeyer . . . . .   | 76,508                 | 61,431                 | 11,143            | 276             | 386,049             |
| Dover . . . . .            | Alex. Crawford . . . . .      | 3,379                  | 3,061                  | 432               | 11              | 6,701               |
| DIS. OF COLUMBIA . . . . . | A. T. Stuart . . . . .        | 278,718                | 230,392                | 46,519            | 1,226           | 1,046,142           |
| Washington . . . . .       |                               | 218,756                | 188,932                | 40,000            | 1,043           | —                   |
| FLORIDA . . . . .          | Wm. N. Sheats . . . . .       | 528,542                | 391,422                | 112,890           | 2,975           | 765,486             |
| Jacksonville . . . . .     | George P. Glenn . . . . .     | 28,420                 | 17,201                 | 5,207             | 110             | 71,795              |
| Key West . . . . .         | J. V. Harris . . . . .        | 17,114                 | 13,080                 | 2,000             | 25              | 10,995              |
| Tampa . . . . .            | B. C. Graham . . . . .        | 15,839                 | 5,532                  | 1,800             | 50              | 65,128              |
| GEORGIA . . . . .          | Gustavus R. Glenn . . . . .   | 2,216,331              | 1,837,353              | 424,385           | 9,692           | 1,928,414           |
| Atlanta . . . . .          | W. F. Slaton . . . . .        | 89,872                 | 65,523                 | 14,241            | 235             | 168,793             |
| Savannah . . . . .         | Otis Ashmore . . . . .        | 54,444                 | 43,189                 | 8,704             | 180             | 123,010             |
| Augusta . . . . .          | Lawton B. Evans . . . . .     | 39,441                 | 35,300                 | 6,250             | 105             | 90,00               |
| Macon . . . . .            | J. M. Pound . . . . .         | 23,272                 | 22,746                 | 5,800             | 14              | 86,309              |
| Columbus . . . . .         | Carleton B. Gibson . . . . .  | 17,614                 | 17,303                 | 3,000             | 70              | 37,771              |
| IDAHO . . . . .            | Miss Permeal French . . . . . | 161,774                | 88,548                 | 35,329            | 1,067           | 499,88              |
| Buise . . . . .            | John W. Daniels . . . . .     | 5,957                  | 2,311                  | 2,200             | 37              | 60,000              |
| ILLINOIS . . . . .         | Alfred Bayliss . . . . .      | 4,821,550              | 3,826,352              | 958,911           | 26,313          | 18,167,219          |
| Chicago . . . . .          | Edwin G. Cooley . . . . .     | 1,693,575              | 1,099,850              | 252,738           | 5,951           | 7,920,406           |
| Peoria . . . . .           | N. C. Dougherty . . . . .     | 50,100                 | 41,024                 | 8,500             | 245             | 262,48              |
| Quincy . . . . .           | Frederick G. Ertel . . . . .  | 36,252                 | 31,191                 | 5,300             | 114             | 100,00              |
| Springfield . . . . .      | J. H. Collins . . . . .       | 34,159                 | 24,963                 | 5,806             | 130             | 129,135             |
| Rockford . . . . .         | P. R. Walker . . . . .        | 31,051                 | 21,584                 | 6,011             | 144             | 143,330             |
| East St. Louis . . . . .   | John Richeson . . . . .       | 20,655                 | 15,161                 | 4,500             | 120             | 136,00              |
| Joliet . . . . .           | John J. Allison . . . . .     | 20,353                 | 23,264                 | 5,500             | 140             | 94,22               |
| Bloomington . . . . .      | J. K. Stableton . . . . .     | 23,85                  | 20,384                 | 4,500             | 100             | 72,104              |
| Elgin . . . . .            | M. A. Whitney . . . . .       | 22,433                 | 17,823                 | 3,878             | 112             | 92,511              |
| Decatur . . . . .          | E. A. Gastman . . . . .       | 20,751                 | 16,841                 | 3,800             | 91              | 69,927              |
| INDIANA . . . . .          | Frank L. Jones . . . . .      | 2,316,462              | 2,192,404              | 564,807           | 15,617          | 8,021,138           |
| Indianapolis . . . . .     | Calvin N. Kendall . . . . .   | 160,164                | 105,436                | 27,334            | 650             | 729,70              |
| Evansville . . . . .       | W. A. Hester . . . . .        | 59,007                 | 50,756                 | 8,674             | 239             | 195,525             |
| Fort Wayne . . . . .       | Justin N. Study . . . . .     | 45,115                 | 35,393                 | 5,498             | 100             | 125,206             |
| Terre Haute . . . . .      | Wm. H. Wiley . . . . .        | 30,673                 | 30,217                 | 6,890             | 126             | 150,00              |
| South Bend . . . . .       | Calvin Moon . . . . .         | 35,999                 | 21,819                 | 4,500             | 126             | 137,103             |

(1) Aaron Gove, L. C. Greenlee, Charles E. Chadsey. (2) John F. Keating, J. S. McClung.

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**Educational Statistics of States and Leading Cities -- 1900-1901**  
 (CONTINUED)

| States and Cities | Superintendents of Schools | Population Census 1900 | Population Census 1890 | School Enrollment | No. of Teachers | School Expenditures |
|-------------------|----------------------------|------------------------|------------------------|-------------------|-----------------|---------------------|
| INDIANA—Con'd:    |                            |                        |                        |                   |                 |                     |
| Muncie            | Wm. R. Snyder              | 20,942                 | 11,345                 | 3,900             | 97              | \$100,946           |
| New Albany        | C. A. Prosser              | 20,628                 | 21,000                 | 3,800             | 75              | 56,000              |
| Anderson          | J. W. Carr                 | 20,178                 | 10,741                 | 3,526             | 88              | 92,338              |
| Richmond          | T. A. Mott                 | 18,226                 | 16,608                 | 3,119             | 84              | 77,044              |
| INDIAN TER.       | John D. Benedict           | 392,060                | 180,182                | 23,658            | 725             | 450,000             |
| IOWA              | Richard C. Barrett         | 2,431,853              | 1,912,297              | 566,223           | 18,906          | 9,028,918           |
| <i>Des Moines</i> | (1) F. T. Oldt             | 62,139                 | 50,093                 | 10,600            | 327             | 200,281             |
| Dubuque           | J. B. Young                | 36,297                 | 30,311                 | 4,980             | 138             | 116,953             |
| Davenport         | H. E. Kratz                | 35,254                 | 36,872                 | 6,419             | 105             | 125,000             |
| Sioux City        | W. N. Clifford             | 33,111                 | 37,806                 | 5,980             | 167             | 145,788             |
| Council Bluffs    | J. J. McConnell            | 25,802                 | 21,474                 | 6,210             | 134             | 178,000             |
| Cedar Rapids      | Francis M. Fultz           | 25,636                 | 18,010                 | 4,500             | 145             | 187,561             |
| Burlington        | O. P. Boatwick             | 23,201                 | 22,505                 | 4,471             | 116             | 91,358              |
| Clinton           |                            | 22,608                 | 13,019                 | 3,100             | 94              | 74,103              |
| KANSAS            | Frank Nelson               | 1,470,495              | 1,428,108              | 386,582           | 11,513          | 4,622,363           |
| Kansas City       | L. E. Wolfe                | 51,418                 | 38,316                 | 7,808             | 188             | 165,927             |
| Topeka            | W. M. Davidson             | 33,608                 | 31,007                 | 7,140             | 153             | 178,000             |
| Wichita           | R. F. Knight               | 24,671                 | 23,853                 | 4,500             | 97              | 89,200              |
| Leavenworth       | Miss M. E. Dolphin         | 20,735                 | 19,768                 | 3,480             | 66              | 59,206              |
| Atchison          | Nathan T. Veatch           | 15,722                 | 13,963                 | 3,900             | 42              | 34,423              |
| KENTUCKY          | H. V. McCheaney            | 2,147,774              | 1,858,635              | 550,024           | 12,788          | 1,931,960           |
| Louisville        | E. H. Mark                 | 204,731                | 161,129                | 27,606            | 650             | 555,811             |
| Covington         | John Morris                | 42,938                 | 37,371                 | 5,100             | 122             | 110,000             |
| Newport           | John Burke                 | 26,301                 | 24,918                 | 3,800             | 81              | 46,000              |
| Lexington         | Wm. Rogers Clay            | 26,369                 | 21,567                 | 3,628             | 88              | 70,787              |
| Frankfort         | S. L. Frogge               | 9,487                  | 7,892                  | 1,721             | 37              | 23,379              |
| LOUISIANA         | J. V. Cathoun              | 1,381,625              | 1,118,588              | 286,337           | 4,136           | 1,179,484           |
| New Orleans       | Warren Easton              | 287,104                | 242,029                | 31,547            | 782             | 455,07              |
| Shreveport        | C. E. Boyd                 | 16,013                 | 11,979                 | 1,900             | 42              | 35,000              |
| Baton Rouge       | R. C. Gordon               | 11,269                 | 10,478                 | 550               | 12              | 3,100               |
| MAINE             | W. W. Stetson              | 694,466                | 651,086                | 211,085           | 6,445           | 1,297,972           |
| Portland          | Orlando M. Lord            | 50,145                 | 36,453                 | 8,307             | 220             | 189,599             |
| Lewiston          | I. C. Phillips             | 23,761                 | 21,701                 | 3,000             | 75              | 51,135              |
| Bangor            | Chas. E. Tilton            | 21,850                 | 19,103                 | 3,355             | 112             | 63,383              |
| Biddeford         | Royal E. Gould             | 16,145                 | 14,443                 | 1,712             | 50              | 30,354              |
| Augusta           | M. P. Dutton               | 11,663                 | 10,527                 | 956               | 22              | 17,500              |
| MARYLAND          | M. Bates Stephens          | 1,188,044              | 1,042,390              | 217,000           | 4,910           | 2,797,172           |
| Baltimore         | Jas. H. Van Sickle         | 506,957                | 434,439                | 65,000            | 1,600           | 1,279,936           |
| Cumberland        | A. Taylor Smith            | 17,128                 | 12,729                 | 2,300             | 37              | 80,000              |
| Hagerstown        | John P. Fockler            | 13,501                 | 10,118                 | 2,100             | 52              | -----               |
| Annapolis         | Chas. E. Dryden            | 8,402                  | 7,604                  | 840               | 20              | -----               |
| MASSACHUSETTS     | Frank A. Hill (Sec.)       | 2,805,346              | 2,238,947              | 468,038           | 13,622          | 13,800,558          |
| Boston            | Edwin P. Seaver            | 560,893                | 448,477                | 91,796            | 2,018           | 3,664,208           |
| Worcester         | C. F. Carroll              | 118,421                | 84,655                 | 19,600            | 574             | 539,937             |
| Fall River        | Wm. C. Bates               | 104,863                | 74,398                 | 16,244            | 388             | 370,549             |
| Lowell            | Arthur K. Whitcomb         | 94,966                 | 77,696                 | 12,658            | 288             | 275,320             |
| Cambridge         | Francis Cogswell           | 91,586                 | 70,028                 | 16,203            | 409             | 417,554             |
| Lynn              | Frank J. Peaselee          | 68,513                 | 55,727                 | 10,200            | 266             | 248,903             |
| Lawrence          | J. E. Burke                | 62,559                 | 44,654                 | 8,785             | 227             | 171,253             |
| New Bedford       | Wm. E. Hatch               | 62,442                 | 49,733                 | 8,513             | 229             | 212,745             |
| Springfield       | Thomas M. Balliet          | 62,059                 | 44,79                  | 9,824             | 333             | 321,804             |
| Somerville        | G. A. Southworth           | 61,643                 | 40,152                 | 11,000            | 280             | 260,403             |
| Holyoke           | Louis P. Nash              | 45,772                 | 35,637                 | 6,125             | 192             | 171,355             |
| Brockton          | B. B. Russell              | 40,063                 | 27,294                 | 7,179             | 175             | 135,230             |
| Haverhill         | R. D. McKeen               | 37,175                 | 27,412                 | 4,727             | 190             | 130,347             |
| Salem             | John W. Perkins            | 35,956                 | 30,802                 | 4,800             | 130             | 130,960             |
| Chelsea           | Walter H. Small            | 34,072                 | 27,909                 | 5,810             | 144             | 119,219             |
| Malden            | George E. Gay              | 33,604                 | 23,031                 | 6,374             | 176             | 173,916             |
| Newton            | Albert B. Fifield          | 33,587                 | 24,370                 | 5,600             | 200             | 200,000             |
| Fitchburg         | Joseph G. Edgerly          | 31,531                 | 22,037                 | 4,500             | 125             | 111,150             |
| Taunton           | C. F. Boyden               | 31,036                 | 25,448                 | 4,060             | 140             | 164,017             |
| Gloucester        | Freeman Putney             | 26,121                 | 24,651                 | 5,000             | 125             | 91,319              |
| MICHIGAN          | Delos Fall                 | 2,420,982              | 2,093,890              | 522,391           | 13,267          | 7,717,966           |
| Detroit           | W. C. Martindale           | 285,704                | 205,876                | 40,303            | 966             | 2,251,825           |
| Grand Rapids      | W. H. Elson                | 87,565                 | 66,278                 | 15,000            | 395             | 318,499             |

(1) Amos Hiatt, S. H. Sheakley.

**SEASIDE AND WAYSIDE**, No. 3, by Julia McNair Wright. D. C. Heath & Company, Boston.

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**Educational Statistics of States and Leading Cities -- 1900-1901  
(CONTINUED)**

| States and Cities        | Superintendents of Schools | Population Census 1900 | Population Census 1890 | School Enrollment | No. of Teachers | School Expenditures |
|--------------------------|----------------------------|------------------------|------------------------|-------------------|-----------------|---------------------|
| MICHIGAN—Con'd           |                            |                        |                        |                   |                 |                     |
| Saginaw.....             | (r) J. A. Stewart.....     | 49,345                 | 46,322                 | 8,198             | 821             | \$150,749           |
| Bay City.....            | J. A. Stewart.....         | 57,028                 | 57,639                 | 4,800             | 122             | 87,920              |
| Jackson.....             | L. S. Norton.....          | 25,180                 | 20,798                 | 4,054             | 90              | 75,427              |
| Kalamazoo.....           | S. O. Hartwell.....        | 24,404                 | 17,853                 | 4,146             | 107             | 82,205              |
| Muskegon.....            | David McKenzie.....        | 20,818                 | 22,702                 | 4,000             | 118             | 148,043             |
| Lansing.....             | Clarence E. Holmes.....    | 16,485                 | 13,108                 | 3,100             | 82              | 57,193              |
| MINNESOTA.....           | J. W. Olsen.....           | 1,751,394              | 1,310,263              | 987,542           | 11,250          | 5,511,797           |
| Minneapolis.....         | Chas. M. Jordan.....       | 502,718                | 164,738                | 38,591            | 892             | 841,000             |
| St. Paul.....            | Irwene Leviston.....       | 163,065                | 133,156                | 26,000            | 610             | 672,350             |
| Duluth.....              | R. E. Denfeld.....         | 52,950                 | 33,115                 | 10,580            | 274             | 356,000             |
| Winona.....              | J. A. Tormey.....          | 19,714                 | 18,808                 | 3,500             | 100             | 80,000              |
| MISSISSIPPI.....         | H. L. Whitfield.....       | 1,551,970              | 1,289,600              | 874,684           | 7,960           | 1,656,375           |
| Vicksburg.....           | Chas. P. Kemple.....       | 14,834                 | 19,289                 | 1,793             | 49              | 25,000              |
| Meridian.....            | J. C. Fant.....            | 14,650                 | 10,624                 | 2,500             | 51              | 24,800              |
| Jackson.....             | Edward L. Bailey.....      | 7,816                  | 5,900                  | 1,800             | 45              | 22,500              |
| MISSOURI.....            | W. T. Carrington.....      | 3,106,665              | 2,679,185              | 750,320           | 16,700          | 9,000,000           |
| St. Louis.....           | F. Louis Soldan.....       | 575,238                | 451,770                | 82,712            | 1,751           | 1,526,140           |
| Kansas City.....         | J. M. Greenwood.....       | 163,752                | 132,716                | 28,280            | 700             | 524,065             |
| St. Joseph.....          | Edward B. Neely.....       | 102,079                | 52,384                 | 10,645            | 250             | 327,021             |
| Joplin.....              | Joseph D. Elliff.....      | 26,023                 | 9,943                  | 4,806             | 106             | 66,982              |
| Springfield.....         | J. Fairbanks.....          | 23,267                 | 21,850                 | 5,469             | 85              | 56,069              |
| Sedalia.....             | G. V. Buchanan.....        | 15,231                 | 14,068                 | 3,500             | 74              | 93,568              |
| Jefferson City.....      | J. W. Richardson.....      | 9,664                  | 6,742                  | 1,814             | 25              | -----               |
| MONTANA.....             | W. W. Welch.....           | 243,399                | 142,924                | 39,430            | 1,214           | 1,025,363           |
| Butte.....               | R. G. Young.....           | 30,470                 | 10,723                 | 6,300             | 175             | 345,000             |
| Great Falls.....         | S. D. Largent.....         | 14,930                 | 3,979                  | 1,985             | 52              | 58,700              |
| Helena.....              | Sarah J. Rogers.....       | 10,770                 | 13,834                 | 1,759             | 42              | 55,347              |
| NEBRASKA.....            | Wm. K. Fowler.....         | 1,066,300              | 1,064,656              | 269,290           | 9,469           | 4,403,222           |
| Omaha.....               | Carroll G. Pearce.....     | 102,555                | 140,452                | 19,384            | 420             | 564,058             |
| Lincoln.....             | C. H. Gordon.....          | 49,169                 | 55,154                 | 7,200             | 177             | 122,457             |
| South Omaha.....         | J. Arnott McLean.....      | 50,001                 | 8,068                  | 4,473             | 104             | 112,000             |
| NEVADA.....              | Orvis Ring.....            | 42,335                 | 47,355                 | 6,676             | 325             | 225,622             |
| Reno.....                | John Edwards Bray.....     | 4,500                  | 3,503                  | 840               | 20              | 17,850              |
| NEW HAMPSHIRE.....       | Channing Folsom.....       | 411,508                | 376,530                | 65,688            | 2,970           | 1,052,302           |
| Manchester.....          | Chas. W. Bickford.....     | 56,87                  | 44,126                 | 5,750             | 132             | 123,167             |
| Nashua.....              | Jas. H. Fassett.....       | 23,868                 | 19,311                 | 3,700             | 86              | 68,000              |
| Concord.....             | L. J. Rundlett.....        | 19,632                 | 17,004                 | 2,768             | 61              | 54,925              |
| NEW JERSEY.....          | Charles J. Baxter.....     | 1,883,669              | 1,444,933              | 322,575           | 7,012           | 7,094,149           |
| Newark.....              | A. B. Poland.....          | 246,070                | 181,830                | 41,870            | 851             | 213,660             |
| Jersey City.....         | Henry Snyder.....          | 206,433                | 162,003                | 32,174            | 586             | 634,153             |
| Paterson.....            | L. A. Goodenough.....      | 105,171                | 78,347                 | 17,849            | 365             | 425,300             |
| Camden.....              | Martin V. Bergen.....      | 75,935                 | 58,313                 | 13,000            | 326             | 260,000             |
| Trenton.....             | Leslie C. Pierson.....     | 73,307                 | 57,458                 | 9,840             | 221             | 268,017             |
| Hoboken.....             | A. J. Demarest.....        | 59,364                 | 43,648                 | 9,145             | 199             | 185,060             |
| Elizabeth.....           | Wm. J. Shearer.....        | 52,130                 | 37,764                 | 7,000             | 160             | 140,000             |
| Bayonne.....             | J. H. Christie.....        | 32,722                 | 19,033                 | 6,019             | 168             | 128,625             |
| Atlantic City.....       | W. M. Pollard.....         | 27,838                 | 23,055                 | 5,000             | 100             | 93,763              |
| Passaic.....             | F. E. Spaulding.....       | 27,777                 | 13,828                 | 4,500             | 126             | 120,203             |
| Orange.....              | W. M. Swingle.....         | 24,141                 | 18,844                 | 3,200             | 90              | 76,200              |
| NEW MEXICO.....          | J. Franco Chavez.....      | 195,310                | 160,282                | 49,700            | 1,000           | 563,129             |
| Santa Fe.....            | J. A. Wood.....            | 5,603                  | 6,185                  | 1,706             | 13              | 7,896               |
| NEW YORK.....            | Charles R. Skinner.....    | 7,268,894              | 6,003,174              | 1,209,574         | 31,768          | 33,421,491          |
| New York City.....       | Wm. H. Maxwell.....        | 3,437,802              | 2,492,591              | 559,218           | 12,212          | 21,040,810          |
| Manhattan and Bronx..... | John Jasper.....           | 2,050,600              | 1,515,301              | 325,979           | 6,866           | 11,575,294          |
| Brooklyn.....            | John H. Walsh.....         | 1,166,582              | 828,547                | 128,467           | 4,266           | 7,274,233           |
| Queens.....              | Edward L. Stevens.....     | 154,999                | 87,050                 | 32,346            | 803             | 1,316,221           |
| Richmond.....            | Hubbard R. Yetman.....     | 67,021                 | 51,063                 | 12,426            | 277             | 610,133             |
| Buffalo.....             | Henry P. Emerson.....      | 354,387                | 255,064                | 56,000            | 1,300           | 1,408,000           |
| Rochester.....           | C. B. Gilbert.....         | 164,668                | 133,866                | 24,806            | 692             | 682,028             |
| Syracuse.....            | A. B. Blodgett.....        | 108,374                | 88,143                 | 21,000            | 485             | 409,073             |
| Albany.....              | Chas. W. Cole.....         | 94,151                 | 94,923                 | 12,806            | 307             | 208,640             |
| Troy.....                | J. H. Willets.....         | 60,651                 | 60,950                 | 7,000             | 220             | 135,598             |
| Utica.....               | George Griffith.....       | 56,383                 | 44,007                 | 8,003             | 241             | 819,277             |
| Yonkers.....             | Charles E. Gorton.....     | 47,931                 | 32,033                 | 8,200             | 191             | 302,481             |

(r) E. C. Warriner, N. A. Richards.

this book attractive and valuable. The presentation of the subject is in accord with the latest and best methods of teaching; the text is complete and the information accurate and new. The maps, which are superb, and the New York State supplement are especial features.

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**Educational Statistics of States and Leading Cities -- 1900-1901**  
(CONTINUED)

| States and Cities     | Superintendents<br>of Schools | Population<br>Census 1900 | Population<br>Census 1890 | School<br>Enrollment | No. of<br>Teachers | School<br>Expenditures |
|-----------------------|-------------------------------|---------------------------|---------------------------|----------------------|--------------------|------------------------|
| <b>NEW YORK-Con'd</b> |                               |                           |                           |                      |                    |                        |
| Binghamton .....      | Darwin L. Bardwell            | 39,647                    | 35,005                    | 7,300                | 203                | \$156,363              |
| Elmira .....          | C. F. Walker                  | 35,672                    | 30,893                    | 4,748                | 147                | 116,224                |
| Schenectady .....     | S. B. Howe                    | 31,082                    | 19,902                    | 4,200                | 90                 | 83,000                 |
| Auburn .....          | Clinton S. Marsh              | 30,345                    | 25,858                    | 3,300                | 130                | 134,438                |
| Newburg .....         | James M. Crane                | 24,943                    | 23,087                    | 4,050                | 93                 | 94,446                 |
| Kingston .....        | Chas. M. Ryon                 | 24,535                    | 21,621                    | 4,295                | 93                 | 107,734                |
| Poughkeepsie .....    | Edwin S. Harris               | 21,029                    | 22,206                    | 3,400                | 88                 | 92,000                 |
| Cohoes .....          | Edward Hayward                | 23,010                    | 32,500                    | 2,787                | 65                 | 53,325                 |
| Jamestown .....       | Rovillus R. Rogers            | 22,892                    | 16,028                    | 4,006                | 116                | 92,067                 |
| Oswego .....          | George E. Bullis              | 22,109                    | 91,906                    | 3,700                | 80                 | 54,000                 |
| Watertown .....       | Frank S. Tisdale              | 21,666                    | 14,725                    | 3,400                | 109                | 75,300                 |
| Amsterdam .....       | H. T. Morrow                  | 20,929                    | 17,326                    | 2,800                | 72                 | 56,338                 |
| Mt. Vernon .....      | Chas. E. Nichols              | 20,346                    | 10,830                    | 3,705                | 103                | 104,510                |
| Hornellsville .....   | Elmer S. Redman               | 21,918                    | 10,996                    | 2,300                | 65                 | 44,542                 |
| <b>NO. CAROLINA</b>   | T. F. Toon                    | 1,803,810                 | 1,617,949                 | 415,132              | 7,450              | 1,191,183              |
| Wilmington .....      | John J. Blair                 | 20,976                    | 20,056                    | 3,000                | 70                 | 28,000                 |
| Asheville .....       | R. J. Tighe                   | 14,694                    | 10,235                    | 2,300                | 40                 | 2,067                  |
| Raleigh .....         | Edward P. Moses               | 13,043                    | 12,678                    | 3,000                | 60                 | 25,000                 |
| Greensboro .....      | G. A. Grimsley                | 10,035                    | 3,377                     | 1,883                | 36                 | 16,000                 |
| Winston .....         | Chas. F. Tomlinson            | 10,008                    | 8,018                     | 2,000                | 36                 | 18,000                 |
| <b>NORTH DAKOTA</b>   | J. M. Devine                  | 319,146                   | 190,983                   | 77,686               | 4,083              | 1,593,594              |
| Grand Forks .....     | J. Nelson Kelley              | 7,052                     | 4,979                     | 1,736                | 40                 | 37,228                 |
| Bismarck .....        | William Moore                 | 3,319                     | 2,186                     | 600                  | 12                 | 14,000                 |
| <b>OHIO</b>           | Lewis D. Bonebrake            | 4,157,545                 | 3,672,349                 | 829,160              | 26,017             | 14,266,973             |
| Cleveland .....       | L. H. Jones                   | 381,768                   | 261,353                   | 59,635               | 1,303              | 1,933,965              |
| Cincinnati .....      | Richard G. Boone              | 325,902                   | 266,908                   | 44,285               | 993                | 1,004,047              |
| Toledo .....          | W. W. Chalmers                | 131,822                   | 81,424                    | 21,467               | 455                | 471,314                |
| Columbus .....        | J. A. Shawan                  | 125,560                   | 88,150                    | 18,855               | 502                | 771,137                |
| Dayton .....          | W. N. Hailmann                | 85,333                    | 61,220                    | 13,000               | 415                | 434,631                |
| Youngstown .....      | F. Treudley                   | 44,885                    | 33,220                    | 7,300                | 175                | 180,000                |
| Akron .....           | H. V. Hotchkiss               | 42,728                    | 27,60                     | 9,979                | 100                | 249,471                |
| Springfield .....     | John S. Weaver                | 30,253                    | 31,895                    | 6,700                | 168                | 120,517                |
| Canton .....          | John M. Sarver                | 30,667                    | 26,189                    | 6,000                | 150                | 118,813                |
| Hamilton .....        | S. L. Rose                    | 23,014                    | 17,505                    | 3,400                | 99                 | 86,900                 |
| Zanesville .....      | W. D. Lash                    | 23,538                    | 21,200                    | 3,700                | 95                 | 60,000                 |
| Lima .....            | Charles C. Miller             | 21,723                    | 15,981                    | 4,200                | 100                | 65,000                 |
| Sandusky .....        | H. B. Williams                | 19,664                    | 18,748                    | 3,027                | 76                 | 62,342                 |
| <b>OKLAHOMA</b>       | L. W. Baxter                  | 398,331                   | 78,475                    | 99,602               | 2,343              | 686,095                |
| Oklahoma City .....   | I. M. Holcomb                 | 10,037                    | 4,151                     | 3,000                | 60                 | 60,000                 |
| Cuthrie .....         | Jas. R. Campbell              | 10,006                    | 5,333                     | 2,265                | 42                 | 24,300                 |
| <b>OREGON</b>         | J. H. Ackerman                | 413,536                   | 317,704                   | 89,405               | 3,742              | 1,598,725              |
| Portland .....        | Frank Kigler                  | 90,426                    | 40,385                    | 13,000               | 310                | 335,271                |
| Salem .....           | J. S. Johnson                 | 4,258                     | 5,721                     | 1,549                | 35                 | -----                  |
| <b>PENNSYLVANIA</b>   | Nathan C. Schaeffer           | 6,304,115                 | 5,258,113                 | 1,153,209            | 29,973             | 22,615,307             |
| Philadelphia .....    | Edward Brooks                 | 2,293,697                 | 2,046,694                 | 131,455              | 3,591              | 4,677,861              |
| Pittsburg .....       | Samuel Andrews                | 321,616                   | 238,617                   | 50,000               | 1,000              | 1,757,381              |
| Allegheny .....       | John Morrow                   | 129,896                   | 105,287                   | 20,104               | 377                | 835,634                |
| Scranton .....        | Geo. Howell                   | 102,025                   | 75,215                    | 14,464               | 342                | 488,020                |
| Reading .....         | E. Mackey                     | 78,061                    | 58,661                    | 13,230               | 322                | 273,179                |
| Erle .....            | H. C. Missimer                | 52,733                    | 40,624                    | 8,000                | 210                | 107,066                |
| Wilkesbarre .....     | Jas. M. Coughlin              | 52,721                    | 37,718                    | 9,000                | 178                | 179,521                |
| Harrisburg .....      | Lemuel O. Foose               | 50,167                    | 39,385                    | 9,638                | 197                | 210,417                |
| Lancaster .....       | R. K. Buehrle                 | 41,459                    | 32,011                    | 6,000                | 120                | 125,968                |
| Altoona .....         | D. S. Keith                   | 38,973                    | 30,337                    | 6,431                | 102                | 122,804                |
| Johnstown .....       | J. M. Berkey                  | 35,936                    | 21,805                    | 5,800                | 141                | 125,000                |
| Aleutown .....        | Francis D. Raub               | 35,416                    | 25,228                    | 5,560                | 146                | 121,623                |
| McKeesport .....      | H. F. Brooks                  | 34,227                    | 20,741                    | 5,775                | 142                | 184,708                |
| Chester .....         | A. D. Vocum                   | 33,988                    | 20,226                    | 5,500                | 135                | 118,000                |
| York .....            | A. Wanner                     | 33,708                    | 20,793                    | 5,200                | 133                | 122,447                |
| Williamsport .....    | Chas. Lose                    | 28,757                    | 27,132                    | 5,400                | 113                | 129,659                |
| Newcastle .....       | Wm. W. Cottingham             | 26,339                    | 22,600                    | 4,701                | 125                | 146,677                |
| Easton .....          | Jos. K. Gotwals               | 25,238                    | 14,481                    | 4,500                | 103                | 108,766                |
| Norristown .....      | Herbert W. Lull               | 22,465                    | 19,791                    | 3,600                | 77                 | 58,019                 |
| <b>RHODE ISLAND</b>   | Thos. B. Stockwell            | 428,556                   | 345,506                   | 67,231               | 1,897              | 1,733,488              |
| Providence .....      | Horace S. Tarbell             | 175,597                   | 132,146                   | 23,485               | 682                | 682,000                |
| Pawtucket .....       | Henry D. Hervey               | 29,231                    | 27,033                    | 5,000                | 158                | 132,982                |
| Woonsocket .....      | F. E. McFee                   | 28,204                    | 20,830                    | 4,000                | 110                | 70,505                 |
| Newport .....         | Herbert W. Lull               | 22,034                    | 19,457                    | 3,200                | 88                 | 95,91                  |

## AMERICAN EDUCATION

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**Educational Statistics of States and Leading Cities -- 1900-1901**  
(CONTINUED)

| States and Cities        | Superintendents of Schools    | Population Census 1900 | Population Census 1890 | School Enrollment | No. of Teachers | School Expenditures |
|--------------------------|-------------------------------|------------------------|------------------------|-------------------|-----------------|---------------------|
| SO. CAROLINA . . . . .   | John J. McMahon . . . . .     | 1,340,316              | 1,151,149              | 281,891           | 5,564           | \$896,841           |
| Charleston . . . . .     | Henry P. Archer . . . . .     | 55,807                 | 54,955                 | 8,319             | 103             | 77,442              |
| Columbia . . . . .       | E. S. Dreher . . . . .        | 21,108                 | 15,353                 | 2,300             | 39              | 17,275              |
| SOUTH DAKOTA . . . . .   | E. B. Collins . . . . .       | 401,570                | 348,600                | 96,483            | 4,815           | 1,732,160           |
| Sioux Falls . . . . .    | Frank C. McClelland . . . . . | 10,266                 | 10,177                 | 2,227             | 55              | 54,536              |
| Pierre . . . . .         | Wm. P. Dunlevy . . . . .      | 2,306                  | 3,235                  | 400               | 13              | 10,000              |
| TENNESSEE . . . . .      | M. C. Fitzpatrick . . . . .   | 2,020,616              | 1,767,518              | 485,354           | 9,195           | 1,751,047           |
| Memphis . . . . .        | Geo. W. Gordon . . . . .      | 102,320                | 64,495                 | 11,071            | 218             | 143,464             |
| Nashville . . . . .      | Z. H. Brown . . . . .         | 80,865                 | 76,168                 | 12,223            | 232             | 166,461             |
| Knoxville . . . . .      | Albert Ruth . . . . .         | 32,637                 | 22,535                 | 4,509             | 92              | 49,431              |
| Chattanooga . . . . .    | A. T. Barrett . . . . .       | 30,154                 | 29,100                 | 5,034             | 99              | 45,808              |
| Jackson . . . . .        | S. A. Mynders . . . . .       | 14,511                 | 10,039                 | 2,383             | 42              | 25,848              |
| TEXAS . . . . .          | Arthur Lefevre . . . . .      | 3,048,710              | 2,235,527              | 650,598           | 15,019          | 4,469,014           |
| San Antonio . . . . .    | Thos. M. Colston . . . . .    | 53,321                 | 37,673                 | 8,000             | 135             | 98,500              |
| Houston . . . . .        | W. W. Barnett . . . . .       | 44,623                 | 27,557                 | 8,942             | 154             | 147,873             |
| Dallas . . . . .         | J. L. Long . . . . .          | 42,638                 | 38,067                 | 6,681             | 130             | 85,320              |
| Galveston . . . . .      | John W. Hopkins . . . . .     | 37,789                 | 29,084                 | 5,500             | 85              | 65,000              |
| Fort Worth . . . . .     | M. G. Bates . . . . .         | 26,688                 | 23,076                 | 4,622             | 88              | 50,891              |
| Austin . . . . .         | T. G. Harris . . . . .        | 22,258                 | 14,575                 | 3,649             | 76              | 49,927              |
| Waco . . . . .           | J. C. Lattimore . . . . .     | 20,686                 | 14,445                 | 3,973             | 69              | 19,207              |
| UTAH . . . . .           | A. C. Nelson . . . . .        | 276,749                | 210,779                | 66,353            | 1,466           | 1,203,858           |
| Salt Lake City . . . . . | D. H. Christensen . . . . .   | 53,531                 | 44,843                 | 12,044            | 315             | 204,557             |
| Ogden . . . . .          | Wm. Allison . . . . .         | 16,313                 | 14,889                 | 4,139             | 100             | 80,000              |
| VERMONT . . . . .        | Walter E. Ranger . . . . .    | 343,641                | 332,422                | 65,964            | 2,948           | 1,074,221           |
| Burlington . . . . .     | Henry O. Wheeler . . . . .    | 18,640                 | 14,590                 | 2,846             | 73              | 170,195             |
| Rutland . . . . .        | Willard A. Frasier . . . . .  | 11,499                 | 11,700                 | 1,735             | 54              | 30,000              |
| Barre . . . . .          | O. D. Mathewson . . . . .     | 8,448                  | 4,146                  | 2,000             | 41              | 18,970              |
| Montpelier . . . . .     | Ernest G. Ham . . . . .       | 6,266                  | 4,160                  | 775               | 25              | 14,857              |
| VIRGINIA . . . . .       | Jos. W. Southall . . . . .    | 1,834,184              | 1,655,980              | 370,595           | 8,954           | 1,989,238           |
| Richmond . . . . .       | Wm. F. Fox . . . . .          | 85,050                 | 81,388                 | 12,167            | 234             | 160,795             |
| Norfolk . . . . .        | Richard A. Dobie . . . . .    | 46,624                 | 34,871                 | 4,800             | 83              | 58,000              |
| Petersburg . . . . .     | D. M. Brown . . . . .         | 21,810                 | 22,680                 | 3,334             | 52              | 23,016              |
| Roanoke . . . . .        | Bushrod Rust . . . . .        | 21,495                 | 16,159                 | 4,000             | 10              | 32,727              |
| Newport News . . . . .   | John Sheldon Jones . . . . .  | 19,025                 | 4,449                  | 2,350             | 51              | 38,246              |
| Lynchburg . . . . .      | E. C. Glass . . . . .         | 18,891                 | 19,700                 | 3,300             | 70              | 41,000              |
| WASHINGTON . . . . .     | R. B. Bryan . . . . .         | 518,103                | 357,232                | 123,491           | 3,869           | 2,629,039           |
| Seattle . . . . .        | Frank B. Cooper . . . . .     | 80,671                 | 42,837                 | 12,000            | 282             | 421,036             |
| Tacoma . . . . .         | R. S. Bingham . . . . .       | 37,714                 | 36,006                 | 7,500             | 200             | 209,897             |
| Spokane . . . . .        | J. F. Saylor . . . . .        | 36,848                 | 19,922                 | 6,287             | 136             | 40,380              |
| Olympia . . . . .        | C. W. Durrette . . . . .      | 4,082                  | 4,698                  | 950               | 25              | 15,129              |
| WEST VIRGINIA . . . . .  | Thos. C. Miller . . . . .     | 958,800                | 762,794                | 240,500           | 7,300           | 2,317,400           |
| Wheeling . . . . .       | W. H. Anderson . . . . .      | 38,878                 | 34,522                 | 5,500             | 145             | 104,569             |
| Huntington . . . . .     | W. H. Cole . . . . .          | 11,923                 | 10,108                 | 3,500             | 54              | 33,000              |
| Parkersburg . . . . .    | U. S. Fleming . . . . .       | 11,703                 | 8,408                  | 4,386             | 71              | 60,000              |
| Charleston . . . . .     | Geo. S. Laidley . . . . .     | 11,099                 | 6,742                  | 2,724             | 62              | -----               |
| WISCONSIN . . . . .      | L. D. Harvey . . . . .        | 2,069,042              | 1,603,330              | 471,197           | 13,063          | 5,735,724           |
| Milwaukee . . . . .      | H. O. R. Siebert . . . . .    | 285,315                | 204,468                | 37,000            | 900             | 733,510             |
| Superior . . . . .       | B. B. Jackson . . . . .       | 31,091                 | 11,983                 | 6,300             | 166             | 160,666             |
| Racine . . . . .         | Geo. B. Bell . . . . .        | 29,102                 | 21,014                 | 5,048             | 230             | 81,877              |
| La Crosse . . . . .      | John P. Bird . . . . .        | 28,865                 | 25,090                 | 5,742             | 129             | 99,016              |
| Oshkosh . . . . .        | H. A. Simonds . . . . .       | 28,284                 | 22,836                 | 4,729             | 125             | 107,441             |
| Sheboygan . . . . .      | H. F. Leverenz . . . . .      | 22,962                 | 16,359                 | 4,500             | 116             | 95,068              |
| Madison . . . . .        | R. B. Dudgeon . . . . .       | 19,164                 | 13,426                 | 3,055             | 75              | 73,330              |
| WYOMING . . . . .        | Thos. T. Tynan . . . . .      | 92,531                 | 62,555                 | 14,512            | 570             | 273,052             |
| Cheyenne . . . . .       | J. O. Churchill . . . . .     | 14,087                 | 11,690                 | 1,400             | 31              | 26,930              |
| ALASKA . . . . .         | Sheldon Jackson . . . . .     | 63,592                 | 32,052                 | 1,681             | 24              | 30,000              |
| HIAWAII . . . . .        | A. T. Atkinson . . . . .      | 154,001                | 89,990                 | 11,501            | 352             | 317,895             |
| PORTO RICO . . . . .     | M. G. Brumbaugh . . . . .     | 953,243                | -----                  | 50,000            | 1,000           | 400,000             |
| San Juan . . . . .       | Wm. H. Armstrong . . . . .    | 32,048                 | -----                  | 1,363             | 40              | 34,822              |
| Ponce . . . . .          | Miss Jean L. Ankrom . . . . . | 27,932                 | -----                  | 2,080             | 57              | 33,514              |
| PHILIPPINE IS. . . . .   | F. W. Atkinson . . . . .      | 8,000,000              | -----                  | 177,113           | 1,914           | 404,731             |
| Manila . . . . .         | David P. Barrows . . . . .    | 350,000                | -----                  | -----             | -----           | -----               |
| UNITED STATES . . . . .  | W. T. Harris . . . . .        | 85,271,730             | 63,069,756             | 16,146,073        | 412,773         | \$222,485,533       |
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**MISCELLANEOUS**

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**RENAN'S SOUVENIRS**, edited by Irving Babbitt. D. C. Heath & Company, Boston.

**GARRISON'S MANUAL AND DIAGRAMS**, by C. L. Garrison. American Book Company, New York.

**DAS SPIELMANNSKIND**, edited by George M. Priest, A. M. American Book Company, New York.

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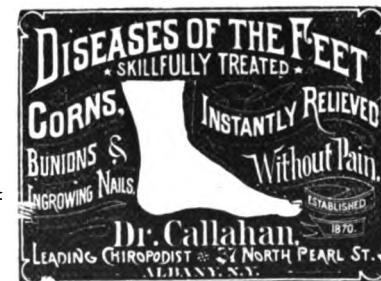
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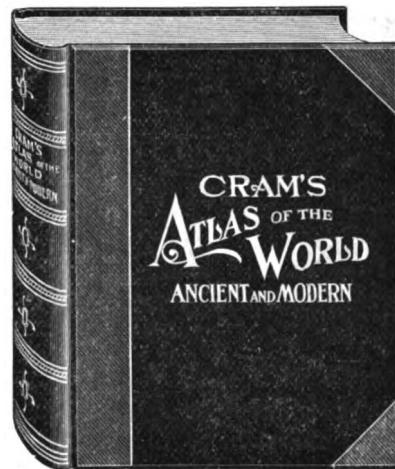
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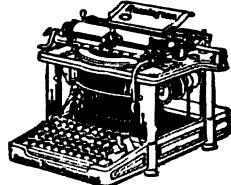
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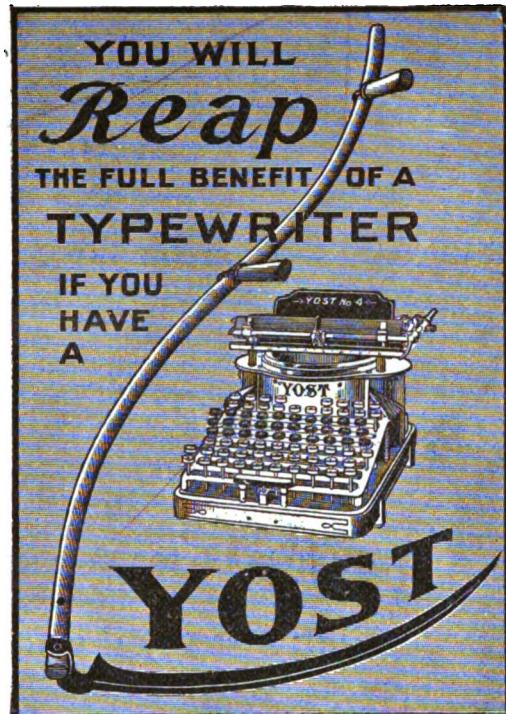
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# American Education

FROM KINDERGARTEN TO COLLEGE

VOL. V

APRIL, 1902

No. 8

## THE SEQUENCE OF ACADEMIC AND PROFESSIONAL WORK IN THE TRAINING OF TEACHERS

FRANCIS J. CHENEY, PH. D., PRINCIPAL STATE NORMAL SCHOOL, CORTLAND, N. Y.

TEACHING has been called the finest of fine arts. It requires minds of the first order, well matured, to accomplish its purpose successfully. "To teach," some one has said, "is to deal with mind—to get it to do something which it would not have done apart from the teacher, in order that it may become something it would not have become apart from the teacher." It is clear that, if this be true, in order to do this work intelligently the teacher must have a definite idea of what he wishes his pupil to become. It is also evident that the highest interests of the home, society and the state can be best subserved if the teacher sets a high ideal for his pupil and uses his utmost

endeavor to realize it. This ideal will express what he considers to be the end of teaching. His conception of life, its meaning and legitimate demands are factors that enter in to his conception of the end of education.

There is no great difference of opinion I think among genuine teachers as to what the pupil should become. We often hear it

said in these days that the public schools should educate for citizenship. In a republic nothing could be of greater importance. The object of all teaching should be a well-grown and well-developed man. It will be noticed that in this statement a distinction

is implied between growth and development. These terms are frequently used as synonymous; but they are no more so than the increasing size of a tree is synonymous with the structural changes that are going on while the tree is increasing in size. Mental growth results from an increase in knowledge. Mental development results from the elaboration of that knowledge into more complex forms by the use of imagination,

judgment and reason. The former gives wealth of ideas, the latter does this and more, it gives power as well. The former is the result of instruction, the latter of education as a process. Both are important, but each must be accorded its proper place, and the properly trained teacher will understand the relative importance of each. He will know what studies contribute to growth



FRANCIS J. CHENEY, PH. D.

and what to development. He will have a clear idea of the order in which these studies should be placed in the curriculum in order that the best results may be obtained.

It is interesting to note in what different ways great thinkers have formulated the definition of the term education.

James Mill says, "The end of education is to render the individual as much as possible an instrument of happiness, first to himself, and next to others."

Stein defines education as "The harmonious and equitable evolution of the human faculties."

William T. Harris tells us that education is "The preparation of the individual so that he can help his fellow men and in return receive and appropriate their help."

Herbert Spencer's definition of education "A preparation for complete living" will occur to many.

We have not got far beyond Plato's idea of education when he tells us "A good education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable."

Although different interpretations may be placed upon these definitions, all will agree that, if the standard set by any of them is reached, the product will be a well-grown and a well-developed man, and any of them will give the teacher a high conception of what the pupil should become.

The discussion is still on between those who insist upon a mere utilitarian, and those who contend for a cultural education. But those who are accustomed to reflect carefully and reason logically will be inclined to assign each of these alleged ends of education its proper place. The world needs both men of affairs and men of culture; men who not only appreciate the attractiveness of study, but also who know how to get a living, and to my mind the latter is quite as important as the former. I yield to no one in appreciating the value of the

cultural end of education, but I do not believe that that one is doing a kindness to the race who does not also emphasize the fact that men and women should be so equipped in physical health, practical knowledge, and moral power that they will be able to earn their own livelihood instead of being dependent upon someone else for it.

It is, therefore, a matter of much importance to determine what shall be put into our courses of study. It needs mature and well-trained minds to formulate a proper curriculum. One must know not only the laws of mental development, but also those of sociology, if he would know the content of education. When the question, What studies are of most worth? has been satisfactorily answered a long step in advance will have been taken; but to the teacher another equally important question presents itself, namely, what shall be the *form* of education? If, as Laurie says, "Teaching is helping the mind to perform its function of knowing and growing" (developing), then is a careful and sympathetic study of the developing mind by the teacher necessary to show him under what conditions knowledge is most advantageously acquired and assimilated. It is to be remembered that the form of education will be determined somewhat by its content. If method, that which deals with principles on which good teaching is based, also deals with the means of making each subject in the curriculum produce the best educational results, then method is better studied after the subject matter has been largely mastered. In this way we shall be more likely to get the maturity and intelligence that are needed to apply the method and so produce the largest results in the training of the teacher with the least expenditure of time. After the teacher in training has learned what is to be taught then the two purposes of professional training, namely, a knowledge of mind and the laws of its development, and the manner in which subject matter may be

presented so that it will stimulate and nourish mind, will best be met.

The time has been when the necessity of these two essentials of professional training had to be defended. The proposition was maintained for a long time that scholarship was about all that was necessary to make a teacher, and so the young man in starting out in life, who had shown more than usual aptitude for acquiring knowledge, was encouraged to think that, in order to obtain the means to prepare for his special lifework, he could enter upon the work of teaching without special preparation. Against this belief there came a reaction and the pendulum swung as far towards the other end of the arc. Professional training was unduly magnified and subject matter correspondingly minified. This reaction brought a reproach upon methods from which it has been difficult fully to recover. At the present time I believe that a more reasonable doctrine obtains, that broad, sound scholarship, joined to a knowledge of the laws of the development of mind, together with a knowledge of how to make the developing mind react in a healthy way upon subject matter, helps to make the most efficient teacher. In other words, as one has said "In the place of the former demand that the teacher should know the three R's there has grown up a more rational one that he should know the three M's—matter, mind and method—which include the older requirements and much more." The teacher who would produce the best results must have extensive and accurate knowledge of the subject matter to be sure, but he must look upon it from two standpoints, the academic and the professional. From the academic standpoint one acquires knowledge that fits him for the affairs of life and is interesting to the man of affairs. From the professional standpoint one acquires facility in the work of teaching and this is of special interest to the teacher. This includes mental activities,

the relations of different kinds of knowledge to these activities, and the methods whereby these activities and this knowledge may be brought into these relations. While this is true, the teacher who would keep in mind the end of education must not ignore academic knowledge. The subject matter taught is the material he uses in his efforts to develop the pupil. He can learn neither special nor general methods in their proper application until he knows the material he uses. If this be true, then it would seem to follow that in his preparation the *what* should precede the *how*. The attempt to learn a method of any subject, by one not well informed in that subject, must end in failure. Normal schools often find it necessary to take students out of the professional class and put them into the academic class in order that they may get the knowledge that they were supposed to have when they entered, but which the event shows they do not possess. If the teacher in training is to slight either method or scholarship he would better slight the method, for the latter can be obtained far more easily through experience than the former, while if he is at all adapted to the work, the want of a knowledge of methods will not in the end interfere with his success as much as a want of scholarship. I believe that the facts warrant the statement that broad scholarship with little method is better than much method with little scholarship. The enthusiastic and accurate scholar will, in the long run, make a better teacher with little or no method, than the enthusiastic methodologist with little scholarship. He will stagger and falter some at first, but give him time and he will get possession of himself, if he has in him the stuff out of which successful teachers are made.

There is another essential purpose of subject matter besides that of furnishing the teacher with *what* to teach. The prospective teacher needs to learn subject matter with

special reference to the manner in which it is to be taught. To teach a subject in such a way as to equip the student to become a man of affairs is one thing; but to teach a subject in such a way as to meet the needs of the developing mind is quite another thing. The latter method of teaching is of supreme importance to the teacher in training, for he must not only have possession of the facts of the subject, but he must also learn how to use these facts in the teaching process. This he can do by having the subjects taught him with this object especially in view. For this reason subject matter cannot be wholly dispensed with in our normal schools. The student before entering may have scholarship sufficient to warrant his being passed out of every subject in a public school curriculum, yet in order that he may teach these subjects intelligently, adapt them to the minds of his pupils, arrange them in logical order, present them in a way most nourishing to the youthful mind, he must study them professionally.

According to Dr. Boyden this involves the consideration of subject matter from a three-fold standpoint by the teacher.

1. He must have a thorough knowledge of the facts of his subject; he must have his subject at such ready command that, in the practice school, he can give attention to the mind of the pupil, put himself in perfect sympathy with the pupil and be ready to use the facts as he sees the pupil may need them. Such a knowledge of subject matter ought to be acquired before the teacher in training enters the normal school.

2. He must study the subject scientifically that he may know its principles in their systematic arrangement and so place the subject in its true relation to other subjects.

3. He must study the subject pedagogically in order that he may learn its relation to the pupil, the parts to be used and emphasized in teaching and the best method in using them.

The teacher in training must get the last two points of view in the training school. Such a study of subject matter is necessarily a part of the work of the school. Neither can subjects taught in this way be confined to those he expects to teach after leaving the training school. He must know more than he teaches. In order to teach geography successfully a fair knowledge of history and the sciences upon which geography depends must be had.

We see then, that the proposition that academic work should precede professional work cannot be taken unqualifiedly. Even though the preparatory school may give the student sufficient knowledge, the time will never come when subject matter will not have to be taught professionally in the normal school. It is not the province of the normal school to teach methods and theory in the abstract and then leave the student teacher to make the best application of these to each particular subject that he can make. The experience of those who have had most to do with the training of teachers shows that theory and method must be applied to particular subjects while the principles of teaching are being mastered.

The conclusion is, then, that a knowledge of subject matter from an academic standpoint should be had before the student comes to the normal school, but subject matter should also be pursued from a professional standpoint after he enters. This will not only supplement the worth of the preparatory school by grounding the student more thoroughly in the subject matter, but it will also enable him to pursue the subject with a view of teaching it to others.

#### RECAPITULATION

1. Teaching is the finest of the fine arts and, therefore, needs mature and well trained minds to understand and carry out its processes successfully.

2. Such minds are more likely to be had

if candidates for professional training have first obtained a thorough academic knowledge of subject matter before the professional work is begun.

3. But the application of theory and method to particular subjects should be made while these are being taught and,

therefore, these subjects should be pursued with this in view while the student is in the professional school.

4. Academic should precede professional work in the training of teachers, but the professional study of subject matter must be included in the latter.

## FEASIBILITY OF ESTABLISHING NIGHT SCHOOLS

REPORT MADE TO THE BOARD OF EDUCATION OF SCHENECTADY, N. Y., BY SUPERINTENDENT S. B. HOWE

**A**T the October meeting of this board a resolution was passed directing the superintendent to make a report on evening schools. I understood this resolution to mean that I was to enquire into the desirability and feasibility of establishing evening schools in this city.

Accordingly it seemed best for me to ascertain the facts in reference to the uneducated youth of our city, how many of school age are employed in the various industries of the city whom evening schools might benefit.

The legal school age is from 5 to 18 years. The compulsory law requires that all children must attend school until they are fourteen, when if necessary they may find employment. Hence I tried to ascertain as nearly as possible the number of boys and girls between the ages of 14 and 18 employed in the various industries of the city. I addressed letters of inquiry to the leading manufacturing and mercantile concerns of the city and received replies from most of them. It was not possible to get the number of boys and girls separately, though it was evident that the boys employed greatly outnumbered the girls. From the replies received, and from a partial canvass made by the attendance officer, I was able to estimate the number with a fair degree of accuracy. It is certain that there are at least 375 boys and girls between the ages of 14 and 18 regularly employed in the city. It is safe to say that very few of these are

graduates of our high school and that not more than 75 have passed through the higher English department. Thus it is clear that 300 or more have never completed a grammar school course. In these days of general education it may be said that generally pupils are not fitted to enter any employment who have not received a grammar school education. If circumstances require that they should leave the day schools before they have completed the grammar course, they ought to study farther in some evening school. Theoretically, therefore, there is need of evening schools to enable such boys and girls to complete a grammar school course.

My second line of inquiry was to ascertain the practice and experience of other cities, especially those of our own state. Letters were addressed to all the cities of this state, to three of the larger villages and to six cities of New England. Replies were received from all the cities of the state except Cohoes, Dunkirk, Oneida and New York, and all the eastern cities addressed except Lynn, Mass.

The following cities have never established evening schools: Amsterdam, Auburn, Corning, Geneva, Gloversville, Hornellsville, Hudson, Ithaca, Jamestown, Johnstown, Kingston, Little Falls, Lockport, Ogdensburg, Oswego, Poughkeepsie, Rome, Watervliet and the villages of Glens Falls and Hoosick Falls.

The following have at some time or other

had evening schools, but for various reasons have discontinued them: Elmira, Middletown, Newburgh, North Tonawanda, Rensselaer, Schenectady and Troy.

In the remaining cities heard from and in Saratoga Springs, evening schools are maintained. In the following cities of New England evening schools are maintained: Salem, Springfield, Pittsfield, Quincy, and New Haven. From the replies of that section, it would seem that evening schools are the rule.

I have prepared a table showing the whole number registered and the average attendance in the cities maintaining evening schools.

|                     | Whole<br>number<br>registered | Average<br>attendance |
|---------------------|-------------------------------|-----------------------|
| Albany .....        | 316                           | 136                   |
| Buffalo .....       | 3,500                         | good                  |
| Mount Vernon.....   | 122                           | 51                    |
| Niagara Falls ..... | 133                           | 49                    |
| New Rochelle.....   | No fig's given                |                       |
| Olean .....         | 100                           | 50                    |
| Rochester .....     | 1,334                         | 134                   |
| Syracuse .....      | 855                           | 396                   |
| Utica .....         | 172                           | 69                    |
| Watertown .....     | 170                           | 20                    |
| Yonkers .....       | 565                           | 264                   |
| Saratoga .....      | 45                            | 28                    |
| Salem, Mass.....    | 300                           | 175                   |
| Springfield .....   | 1,499                         | 616                   |
| Pittsfield .....    | 148                           | 60                    |
| Quincy .....        | 200                           | 110                   |

From the replies received I summarize the following facts: These evening sessions of the schools are held in the regular school buildings. In New Rochelle, Niagara Falls, Syracuse, Utica and Saratoga, the teachers of the day schools are employed. In Buffalo, Rochester, Watertown, Yonkers and the New England cities generally outside teachers teach in the evening schools.

The salaries paid range from \$1.25 per

evening to \$3.00, the latter salary being paid only to principals of evening schools. The average price is from \$1.50 to \$2.00 per evening.

In most of the cities only the so-called common branches are taught in these schools. In a few some high school studies are added, while in one or two, notably, Springfield, Mass., a regular evening high school is maintained, from which certificates of graduation are given to those who complete the course.

In most of the cities, these evening schools are kept up only four months, beginning as early in the school year as possible. In Albany they are held four nights in a week. In other places only on Mondays, Wednesdays and Fridays. It is the experience of most that the attendance becomes small after the Christmas holidays. It is fairly good during the months of November and December.

The usual length of evening session is two hours, generally from 7 to 9 o'clock. In some cases from 7:30 to 9:30.

Among the inquiries was one asking what special efforts were made by the boards of education or citizens to induce the youth to attend these schools. In general the only efforts made were by advertising these schools freely in the local press. In Mount Vernon, however, circulars are sent out and a blank form of reply is provided so that application may formally be made by those who wish to enter the night school.

The following notes to their replies were added by the superintendents:

From Middletown: "These schools were held here twelve or fifteen years ago, under the same conditions as the day schools (public), and were given up as failures."

From Binghamton: "In response to your inquiry I have to state that we do not have any free night schools in this city. The question has been agitated once or twice, but upon careful investigation there has not seemed to be a sufficient demand from the

class of individuals who ought to attend a night school to make it worth while to try the experiment."

From Newburgh: "We do not maintain evening schools. Have not had them for the past fifteen or twenty years. They were discontinued because the attendance did not warrant keeping them open."

North Tonawanda: "I would say in reply to your communication of October 1st that night schools were discontinued in North Tonawanda some five years ago, and there has been little demand for them or need of them since that time."

From Olean: "A large number came for only a few evenings. The cause of the dropping off was that on opening the school for the first time many boys who had left school from indolence or lack of ability thought they could come to the night school and get an education by some 'patent process.'"

From Rensselaer: "Night school was taught eight years ago this winter with very good success, but none has been maintained since."

From Mount Vernon: "This is not a manufacturing city and as a consequence we have not the population which would be apt to take advantage of such a school. We have a number of Italians, men who came here when the railroad was making great improvements and who have stayed with us. We have made an attempt to reach these people, trying mainly to enable them to read the English language. Our steady attendance has been with these persons and they have been very diligent."

From Watertown: "I doubt your ever being able to bring the results of your night schools up to your expectations."

From Little Falls: "We have no night schools here, but my experience with night schools leads me to say: Their weakness is in irregular attendance. To insure success it is necessary to devise a scheme to promote regularity."

From Utica: "One year we had four night schools, but only the Italian section seem to hold in year after year. We are ready to open more (they have only one now) if called for by large enough petition. We say frankly that we will furnish good night schools where there is apparent a real demand for them; will run them as long as the attendance holds good; drop out teachers as the attendance drops and close when attendance gets below fifty. This leaves responsibility with the young people."

From Niagara Falls: "We have had little trouble in our evening schools owing to the choice of good teachers and the following provisions: Every student is obliged to deposit \$2.00 with the principal as security for books, and evidence of good faith both of regular attendance and good conduct. This money is returned upon the students leaving, if books are returned and record is clear. Cases of poverty are considered by principal and in such cases a letter from a responsible person or a small deposit is demanded, just as the principal may deem best suited to the case in hand."

From New Rochelle: "First. Attendance depends much on the personality and ability of the teacher. Second. The schools should, if possible, be held before the holidays. Third. Practical and common sense methods should be used, such as appeal to the special class of pupils who present themselves. A more elastic system than that used in the day schools is necessary."

From Pittsfield, Mass.: "In Pittsfield we have almost no illiterates and the evening school considered as a necessity, is almost out of date."

It is to Springfield, Mass., that we must look for the most elaborate system of evening schools. There evening schools are reduced to a system and seem to be as much a part of the whole school system as are the day schools. Superintendent Balliet writes: "We have regular evening schools in which the 'common branches' are taught;

an evening high school; an evening free-hand drawing school; a drafting school; a trade school; and cooking schools." Fifty teachers are employed in the evening schools and the total expense of the schools in 1900 was \$9,421.03. The following table furnished me by Superintendent Balliet is valuable as showing the interest in evening schools in Springfield:

|                       | Number<br>enrolled | Average<br>Attendance |
|-----------------------|--------------------|-----------------------|
| High .....            | 385                | 204                   |
| Grammar and Primary   | 847                | 243.5                 |
| Freehand drawing..... | 93                 | 39                    |
| Trades:               |                    |                       |
| Draughting .....      | 102                | 83.8                  |
| Plumbing .....        | 21                 | 15.3                  |
| Tool-making .....     | 39                 | 23.3                  |
| Wood-working .....    | 12                 | 7.2                   |
| Totals.....           | 1,499              | 6,161                 |

This report shows that there are many boys and girls in the city who ought to have more schooling and if they could be induced to attend evening schools, it might well be considered the duty of the board of education to establish such schools. This applies to the study of the common branches only. It seems to me that the commercial and correspondence schools represented in the city might be left to care for those wishing to pursue more advanced studies. This is a matter of opinion and is contradicted by the example of Springfield and other cities. The question then comes to the probability of attendance on the part of those who need this instruction. Can they be induced to give up their evenings to attend school? I confess that our experience in the past does not answer the question affirmatively. Many years ago such a school was opened in one of our school buildings. A reasonable number of young people were enrolled in the school. The school was taught by one of the best prepared young men from the college who made a strong effort to hold the young people to their work. The number

dwindled and it was found necessary to close the school earlier than was intended.

### THE POWER OF A MOTHER'S VOICE

A mother sang to her child one day  
A song of the beautiful home above;  
Sang it as only a woman sings  
Whose heart is full of a mother's love.

And many a time in the years that came  
He heard the sound of that low, sweet song;  
It took him back to his childhood days;  
It kept his feet from the paths of wrong.

A mother spoke to her child one day  
In an angry voice that made him start,  
As if an arrow had sped that way  
And pierced his loving and tender heart.

And when he had grown to man's estate,  
And was tempted and tried, as all men are,  
He fell; for that mother's angry words  
Had left on his heart a lasting scar.

—Charles S. Carter, in *Ladies' Home Journal*.

### WHISPERS OF SPRING

The days are gittin' longer, an' the nights air full  
o' stars.

The cattle scent the clover while they're loafin'  
roun' the bars;

An' purty soon the blossoms will be bendin' ter  
the breeze,

An' the lily tilted over by the honey-huntin' bees.

They're formin' o' the furrows, whar the seed  
that's out o' sight

Is dreamin' in the darkness o' the sweet dews an'  
the light;

The hills air grown' greener, an' smilin' ter the  
blue,

An' a violet is peepin' from a frosty bank at you.

Gittin' time fer fishin' an' wishin' fer a day  
By the rainy rills o' April' or the blossom lanes  
o' May;

Purty soon the roses 'll be reelin' in the breeze,  
While a feller's soul is roamin' with the blossoms  
an' the bees.

—Frank L. Stanton.

## School Men of the Hour

### ANDREW CARNEGIE

(For portrait see front cover)

**A**NDREW CARNEGIE, the name of a poor "bobbin boy," working in a factory in Alleghany City, Penn., for twenty cents per day; now familiar to the people of two continents as that of the "richest man in the world." The name of a boy who was able to add slightly to his salary as a stationary engineer in a dark cellar, because he had some knowledge of arithmetic and could write a good hand, thus being able to assist his employer in his office; now that of a man who has written books that have been read by thousands, and who by his liberal gifts to education, may well be classed among the foremost educationists of his time. Briefly told, this is his life story, as known to the masses.

The latest princely gift to the cause of education, that of \$10,000,000 as an endowment of a National University at Washington, brings his name yet more prominently before those engaged in such work. For years those interested in education have seen the need of a national university at the national capital, and many plans have been made for its endowment. By Mr. Carnegie's gift is made possible the founding of one of the greatest institutions of its kind in the world, thus bringing our country more prominently before the world for its advancement in educational matters.

The gift has been accepted and the board of trustees incorporated. It includes, as ex-officio members, the President of the United States, the president of the Senate, the speaker of the House, the secretary of the Smithsonian Institute and the president of the National Academy of Sciences. Among the other directors are William E. Dodge, Lyman J. Gage, Daniel C. Gilman, John Hay, Seth Low, S. Weir Mitchell, Elihu Root, Andrew D. White and Carroll D.

Wright. The purpose of the founder is to provide a thoroughly equipped and adequately endowed institution to encourage original research and discovery and the application of scientific discoveries to useful ends. Mr. Carnegie has specified under six heads the aims of the institution: 1. To help all other institutions by providing teachers of the highest efficiency. 2. To discover the exceptional man in every department and give him every facility for development. 3. To promote original research. 4. To offer increased facilities for higher education. 5. To enable special students in Washington to take advantage of the government's museums, libraries, laboratories, etc. 6. To publish the results of scientific investigation.

President Butler, of Columbia University, comments on the Carnegie Institution as follows, in the spring number of the *Columbia University Quarterly*: "It is obvious that Mr. Carnegie has been wise enough to multiply the resources for higher education and research, instead of subtracting from them. He has founded a great intellectual clearing-house, to which the universities of the world and the specially equipped students in any department of letters, art, or science may bring their suggestions, and their proposals for widening the boundaries of human knowledge and for increasing the practical application of fundamental scientific principles to the arts and crafts, which increase human power and add to human comfort and happiness.

It is hardly to be denied that no other disposition of ten million dollars just at this time could have done so much to elevate our ideals of higher education, and to stimulate students in every department, as that chosen by Mr. Carnegie. He might, it is

true, have founded a new university. Had he done so, and had such university borne the name of Washington or any other, it would have been one of several, and quite insufficiently endowed for leadership. But in choosing rather to promote university coöperation and to develop a center from which stimulus to investigation shall proceed, and from which the means for its support shall be drawn, something far more practical and far more praiseworthy has been established."

Added to this are his many gifts to cities and larger villages throughout the country for the establishment of libraries and museums—amounting to millions of dollars. And the end of his great work seems not yet in sight. From one part of the continent to the other come, almost daily, reports of some new gift made by him—some new work for education done in such manner that the whole community may profit by it.

Andrew Carnegie is an educationist of the right sort. He is not a believer in boosting anyone who will not help himself. He places the material for improvement and learning in the hands of those desiring it, allowing them to secure their knowledge by their own efforts. How he gained the inspiration to engage in this munificent work is a part of his life history. A generous philanthropist, Colonel Anderson, was wont to throw open his library to the working boys of Alleghany City. Andrew Carnegie was one who eagerly profited by his kindness. As he read his benefactor's books he resolved some day to imitate him, if it became possible for him to do so. Thus the kindness of Colonel Anderson has been passed on to millions.

It is not our purpose in this brief article to enumerate the details of Andrew Carnegie's life. It is enough to know that he has risen from poverty, a poor Scotch boy, who at the age of fourteen years was the sole support of his mother and younger brother, to command more than fifty thousand men;

to understand that the genius of one unknown boy has revolutionized the iron industry of this country, and developed in a legitimate way a business organization that is colossal, and from which he has derived wealth almost fabulous. If it can be truthfully said that the man who teaches others to grow two spears of grass where one has grown is a benefactor, what then may be said of one who has revolutionized and brought to such gigantic proportions an industry of such vital worth to a nation?

There are some elements in the character of this man that are worthy of study, and in observing them we may better come to a conclusion as to what made his life so successful. He did better than another any work, however menial, that was given him to do. He had that quality of mind, so essential, to know an opportunity when it came to him, and that indomitable courage to seize it and follow it up, however much he was hampered by the conditions of his life. He possessed an unerring instinct in selecting those he wished to associate with him in his work and schemes, and a profound confidence in them when once in his employ. It is possible that this "Unerring scent for pairs" in his employees, may be a characteristic of the Scotch; certain it is that it helped him in accomplishing the great work he had to do.

At the age of 66, Andrew Carnegie finds himself robust in health, and able to make a score in golf with the best players in the game with him. He has not been one to allow things to get into the saddle, but has found time for recreation—for golfing, fishing and coaching, his favorite pastimes, even when business affairs demanded the most from him personally. He has traveled extensively, and has turned what he has found new and interesting to good account, adding to his education this material taken at first hand. He is a reader and has the faculty of readily getting at the pith of

whatever he reads, and remembering the essential matter therein contained.

Since retiring from business, he has been deeply absorbed in his philanthropic work. He has strong sympathy with those who are trying to get ahead in the world, and his gifts to the cause of free libraries are made with the expectation that he is bringing to such worthy ones an opportunity for self-improvement and self-help.

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#### DR. HENRY R. SANFORD

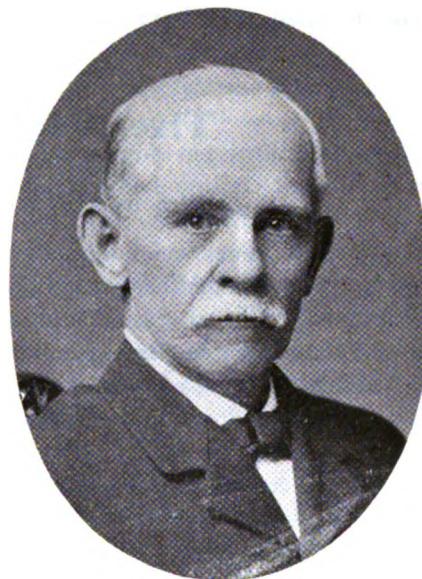
STATE INSTITUTE CONDUCTOR

DR. HENRY R. SANFORD has long been one of the most prominent of the men to whom the present advanced condition of our educational system is due.

To give an adequate idea of his life of strenuous activity would be to write in great part the history of education for the present generation. He began his career as a teacher before entering college and has, since his graduation, been untiring in his devotion to his calling. He was graduated from Genesee College in 1861 with the degree of A. B.—receiving from that institution the degree of A. M. in 1864. He received the A. M. from Syracuse University in 1872, and Ph.D. from Union College in 1894. He was successively principal at Red Creek, Clyde, Ovid and Dansville. From 1869 to 1874 he had the department of science in Fredonia State Normal School. From 1874 to 1885 he was superintendent of schools at Middletown, N. Y. While superintendent of schools at Middletown, N. Y., in making the reorganization of primary methods of teaching, he introduced the use of script exclusively in the teaching of reading to the very youngest pupils. From the first day they read script and almost immediately they learned to write it. This was the first attempt of anyone to do this. It was a great success and soon after he commenced to advise the same in his institute work. In 1885 he was appointed

state institute conductor, in which position he still exerts that commanding influence which has made so many teachers indebted to him, by his kind sympathy, by his stimulating appeals for sound scholarship and thorough work, and by his clear method of presenting the various topics.

His versatile mind, conservative, yet progressive, his broad, yet thorough, scholarship, his quick perception of individual character and faculty in adopting the method best suited to reach and mould that character, have made him exceptionally fitted to direct and give inspiration to others. He has conducted institutes in twelve differ-



DR. HENRY R. SANFORD

ent states, in twenty-one counties in Pennsylvania, besides doing his full work in New York State.

Besides his work under the Department of Public Instruction, he has been prominent in the voluntary associations and councils of education. He was president of New York State Teachers' Association in 1875, secretary of the Department of Supervision of the National Educational Association in Washington in 1884, ten years treasurer of State Association of School Commissioners

and Superintendents, and was a leader in the organization of the Council of City and Village Superintendents. He has made many valuable contributions to the literary side of education, and he is also widely known as the author of "Word Method in Number," of the "Limited Speller" and "Reading Notes" which has reached, by the edition now in press, its hundredth thousand. These details, however, important as they are, give but a faint idea of the incessant activity of a devoted life; still less do they show the character of Dr. Sanford as it has impressed itself on the thousands of teachers and students, who are glad to acknowledge their indebtedness to him. Long indeed is the roll of those who have become dis-

tinguished in the various professions because they gave heed to his "word fitly spoken in due season" inciting them to earnest effort in preparing themselves by broad and thorough culture for the work of life. He has insisted on thorough scholarship as indispensable to the highest success in teaching, on the personal character and influence of the teacher as the most powerful aid in guiding the student, and on personal attention to the formation of habits of thought in the individual as the great means to the highest results. Thus indirectly as well as directly he has given to thousands "Apples of gold in pictures of silver."

E. J. PECK.

## The Best to be Found

### Articles from Educational Journals Summarized

"THE firefly only shines when on the wing;  
So is it with the mind. When once we rest,  
we darken."

"Deep in the man sits fast his fate  
To mould his fortunes, mean or great."

—Emerson.

If you would create for yourself a future  
make a present.—*Life*.

THE teacher who succeeds is a success,  
whatever her training.—*American Primary Teacher*.

"It is not life that is to be considered of  
the highest importance, but to live well."—  
Socrates.

If your head always directs your pupils'  
hands, his own head will become useless.—  
Rousseau.

"THE best part of our knowledge is that  
which teaches us where knowledge leaves  
off and ignorance begins."—O. W. Holmes.

My life up to the present has been spent  
as a teacher. I ask no higher occupation.  
There is none more rewarding.—Dr. Ira  
Remsen.

THE natural playgrounds for children  
are fields and woods, and they profit most  
when left largely to their own devices.—  
Bishop Spaulding.

A PURPOSE of achievement is in itself an  
achievement, and an expectation of failure  
is a failure from the start.—*Educator-Journal*.

EVERY individual in this world influences  
some one person, and the greater we make  
ourselves the greater we make some one  
else.—*Ladies' Home Journal*.

IF from poverty, vice, or any excuse, a  
parent turns loose on society a child un-  
taught, likely to become a culprit or pauper,  
then, self-protection demands the inter-  
position of the state.—Dr. J. L. M. Curry.

To keep children busy, simply for the sake of being busy, or keeping out of mischief, is worse than merely wasting time; it is murdering opportunity.—*Florida School Exponent.*

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ONE of the best ways of self improvement that a teacher has is that found in the occasional opportunity of visiting another teacher and observing carefully her plans and methods of work. No observant teacher can do this without being greatly helped.—*Missouri School Journal.*

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THE educational journals should be potent factors in urging the claim of the rural schools for the best teachers the state can provide. They should emphasize the value of the environment of rural life in the development of industrious, frugal, economical and loyal Christian citizenship—*School News.*

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THE great educational problem of the present day is doubtless the improvement of schools and teachers and methods in the sparsely settled districts of the United States; and the arousing of a wholesome and intelligent public sentiment in the several communities favorable to a full and effective and sensible schooling for all children.—*Education.*

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ANY movement towards the enrichment of rural school life must direct itself first to the establishment of rural school privileges, opportunities and advantages equal to those of the towns and cities—the same length of school term, equal ability in the teaching force, equal opportunities in supervision, and appliances equally as good.—*Supt. Frank Jones in Education.*

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HAPPY is the teacher who keeps alive within his own heart the memory of the joys and sorrows of his childhood, and those

influences which were most powerful and most lasting in unfolding his hopes and in shaping his intellectual and moral life. The testimony of many whose childhood is far removed by the weight of years confirms the impression that the teachers who have most influenced their pupils are the ones of hopeful, sympathetic natures.—*Educator-Journal.*

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NOTHING so awakens patriotism in the hearts of the young as the singing of our national songs, and patriotic songs in the schools will do much to inspire a love for our country. Many instances are recorded in history of the wonderful power of music in time of war; when commands fell unheeded, the battle hymn has inspired the men with renewed courage.—*Miss Zetta Stewart in Pennsylvania School Journal.*

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"A SPIRIT goes out of the man who means execution, which outlives the most untimely ending. All who have meant good work with their whole hearts, have done good work, although they may die before they have time to sign it. Every heart that has beat strong and cheerful has left a hopeful impulse behind it in the world, and bettered the traditions of mankind."—*Robert Louis Stevenson.*

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HAVE you ever taken a little time to find out your real purpose in assuming the responsible work of teaching? If you have not, you are rather a dangerous person to be intrusted with such momentous interests as those affecting the welfare of the children of any community. You can do no better work than that which you aim to do, and if your aims are low and sordid you have no business in the school-room as teacher.—*John McBurny in Ohio Teacher.*

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"THE largest freedom compatible with good order should be encouraged. They (children) should be permitted to speak to

each other a word now and then, to go freely from one duty to another, to work together in harmony. There is no reason why pupils may not be free in this respect and the order of the school not suffer thereby. It is healthful, and it does much to make the school happy and homelike rather than like a penal institution.—*Dr. Levi Seeley.*

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HAS the college any duty towards this development of the domestic and social element in its students? Only indirectly. The college should confine its direct efforts to its avowed object—the intellectual training of its students. It ought, however, to teach the proper relative values of the physical, intellectual, and spiritual claims. It should always look upon the intellectual training as a means to a spiritual end—only valuable as it ministers to a fuller service to our fellow men.—*Laura D. Gill in Ethical Record.*

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Most of the children in the schools work or drudge for the lowest motives—per cents., rewards, promotions, degrees. They are systematically trained into selfishness. Working for per cents. and degrees means generally short cuts to the goal—a goal that is worthless in itself. Millions of children are struggling for paltry rewards and millions of men shortening the line between themselves and the money they work for. Is one the cause, the other the effect? If not, what relation do they bear to each other?—*Col. Francis W. Parker.*

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THE work of teaching cannot be left in the twentieth century where it was most of the years of the nineteenth. Roughly speaking, for the past fifty years the teacher obtained his place through *politics*; the change to be effected is the putting of teachers in office through *pedagogics*. The pedagogic era has arrived. This the State of New York has felt and said by establishing nor-

mal schools. The years are plainly approaching when none but those who are pedagogically prepared are to be allowed to teach.—*Southern Educational Journal.*

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LET us not forget in every contest to praise the boy in school and the man in business who try faithfully, yet fail, of the expected reward. Let us cheer and praise his earnest effort. George Eliot says it requires little bravery to fight when certain of an easy victory; but the highest courage is shown when one is sure of defeat. Let us give praise and a hearty, cheery, sympathetic hand to the boy or the girl who is willing to perform hard labor for its own reward, and not merely for an accidental prize.—*D. Melvin Long in School Gazette.*

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THERE are many things that pupils should learn that do not come within the province of the regular school work. Some of these may be made very profitable and interesting for morning exercises, viz.: Short lessons on manners, such as "politeness to elders," behavior in public or on morals, as, "poisonous effects of alcohol and tobacco on the body and mind," "evils of dishonesty," etc. Anecdotes of the struggles of great men may be told; choice selections from the best authors may be committed by pupils. A lively song or two should always precede the work of each session.—*Educator-Journal.*

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EVERY student has had opportunities not granted to the majority; the state has a right to expect more of him. It asks not only that he should break none of its laws, but that he should help to make and sustain wise laws; that he should stand for good, for right living, right thinking and right acting in the community. It expects him to do that, even at a sacrifice of his own personal interests. If he should not so stand, his education has been a losing bargain. It has simply "sharpened his claws and

whetted his tusks," that he may more easily prey on his unenlightened neighbor.—*David Starr Jordan.*

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BUT much of our so-called oral reading is not reading. The children call off the words before they have an experience to express; at any rate before there is a proper impulse to express. Pupils study their chapter in history and the teacher tests them in the class to discover how well they have experienced the thought. They study the chapter on earthquakes and she tests their knowledge on that point. Why should she not in the same way test the class in reading to see how well they had experienced the bit of life embodied in the poem? It is the life experience we are trying to secure in each case, or it should be.—*W. W. Black in Intelligence.*

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CONFIDING in pupils is rarely a mistake; even unworthy natures under its benign influence expand and ripen into nobler forms; to secure its best results it must be unfeigned and entirely sincere. Happy is the spirit of that school where mutual confidence prevails. On the other hand, suspicion unfortunately directed against an innocent boy will often cause him to go astray, so potent is the teacher's unconscious influence for good or bad. A suspicious nature must not abide in the school room not only simply because of what it indicates of the teacher's own character, but because it is disastrous to the soul life of sensitive natures.—*Progressive Teacher.*

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WE call no uneducated quack or charlatan to perform surgery upon the bodies of our children lest they may be deformed, crippled and maimed physically all their lives. Let us take equal care that we entrust the development of the mental faculties to skilled instructors of magnanimous character that the mentalities of our children may not be mutilated, deformed and crippled to halt

and limp through all the centuries of their never-ending lives. The deformed body will die and be forever put out of sight under the ground, but a mind made monstrous by bad teaching dies not, but stalks forever among the ages, an immortal mockery of the divine image.—*Hon. Sterling Morton in Midland Schools.*

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To the teacher who has such slight love for his work that the hands of the clock always move too slowly toward the hour of dismissal, when classroom and pupils are left with a sigh of relief—to such a mere hireling the work of teaching is a most unpleasant drudgery; such a teacher never rises above his conception of his position. If he succeeds in keeping his class in good order, in passing the requisite number of pupils at the official examination, and in retaining his position, he is perfectly satisfied with his success. Little does it matter to him whether or not any "mental power for future acquirement" has been developed in his pupils.

To such a teacher we would say "awake;" when aspiration has been fully awakened, inspiration will be the sure result; the desire for cultivation cannot be repressed, and education crowns all.—*Canadian Teacher.*

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MANY school libraries are not receiving the care which ought to be given them. The books lie around upon tables or benches instead of being put in their places on the shelves; when on the shelves they recline at various angles instead of being kept erect as they ought to be, and are racked so that the binding is broken or weakened; when the binding breaks they are allowed to go unrepaired until leaves are loosened and lost and the book is ruined. These things ought not to be, their educational effect upon the public is bad. A school ought to inculcate good habits by precept and example. It should teach how to use and care for books, and be very scrupulous as to the ex-

ample set by its own practice. Pupils carry pencils, pen-holders, erasers, all sorts of things, in their books, and thus quickly destroy the bindings, unless taught to avoid such practices. Many do not know how to handle or hold a book, and by awkward habits subject it to needless damage. Instruction upon such matters is greatly needed by many, and it is a legitimate part of the work of the school to give such instruction.—*Wisconsin Journal of Education.*

WE have frequently called attention to the tendency, so common in these latter days, on the part of writers and speakers on educational subjects, to use very large words to express very small ideas or perhaps it would be more truthful to say to cover up the entire absence of ideas. A large amount of the pedagogical literature of the day is absolutely meaningless and, therefore, worthless because of this tendency. It seems to be the chief end of man in the estimation of such persons to invent some new and incomprehensible definition of education and then follow the definition by an equally incomprehensible discussion of the subject. As an example of this, attention is called to the following definition found in one of the more recent books on education: "Education is the evolution of the ego in response to environment." How clear this makes the whole question! How delightful even the drudgery of the school room becomes when one contemplates education from this standpoint! Out of the fullness of our joy or the joy of our fulness—we are not certain which—we are led to exclaim *O tempora! O mores! O thunder!*—*Ohio Educational Monthly.*

IN order that a man may reach truth, and having reached it make it effective, at least two qualities are necessary. One is what we call moral sense, earnestness of purpose, desire to do that which is true. The other is intellectual clearness, the ability to think,

and the result which a man accomplishes is in large measure a function not of one but of both of these qualities.

You have in mechanics a formula for the momentum of a moving body. This momentum depends both upon the mass of the body and upon its velocity, and is equal to the product of the mass by the velocity. The momentum of a man in the social order in respect to truth is represented by a similar formula. His efficiency equals the moral purpose multiplied into the ability to think straight.

The world's history is full of the story of men who had one of these qualities and who failed by lack of the other. It is difficult to say which has done the greater harm—blind devotion which would not see, or intelligence which saw but lacked purpose and moral courage. Each has at one time or another filled the world with crime and suffering.—*Henry S. Pritchett in the Outlook.*

KEEP in mind always that education is not knowledge only, nor book-learning only, but the right proportioned development of all the powers—physical, mental and spiritual. Teach what is outlined in the "course of study," but remember the opportunity is yours in some measure to teach on broader lines as well. You are disciplining and training the children so they can better meet the difficulties that cross the path of life at every step. Teach them how to weigh evidence even in trivial matters, and to exercise judgment. Teach them how to live their lives fully: how to be good sons and daughters. Teach them to be good citizens. Explain to them that just as the state has a duty to every individual, so has the individual a duty to the state, and teach how this duty can best be fulfilled. Teach them how to meet the daily problems of life with calm judgment; try to develop symmetrical character. It is inspiring to any teacher to realize that he is helping such or such

a boy to curb his passions, to develop his strength; and to give him that force of character which will make him a free man, and make him happy in his own life, and happy in his influence on the lives around him. But to do this great work requires deep faith, infinite patience and love, untiring energy, and a sense of personal responsibility.—*Canadian Teacher.*

THE progress of the race depends upon the possibility of each generation beginning where the former left off. The work of any generation is first to get possession of the attainments of the generation preceding, and then to push the frontier of knowledge and attainment still further on. All the early years of life must then be given to mastering the attainments already made, and no work in the world is so important as this. The teacher is one of the chief means of thus linking the generations, and, by putting the new generation rapidly in possession of what the race has already gained, of making possible further progress.

This does not mean simply imparting the accumulated knowledge of the centuries, but still more conveying the ethical and spiritual ideals, the strenuous motives to right living and high thinking, which have been proven in the experience of the race to be most effective. The teacher is then the channel for conveying that which is best from generation to generation, supplementing the indispensable work of the family in fitting the youth for service in the world and for progress. To me this opens an entrancing vision. I see the human race toiling like the coral workers up from the dark depths of the ocean toward the sunlight and the air, each life building upon the life below it, and I turn to my work with new courage. I must build surely, I must labor diligently, that the race may emerge the sooner into the full light of that future day. O, teacher! link your work with this great movement of the age, with this grand current of human progress, and find in the broader view, relief from all sense of drudgery.—*Alfred T. Perry in Ohio Teacher.*



COLLECTION OF CALIFORNIA INDIAN BASKETS

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# For the School Room

## VOCAL MUSIC LESSONS—No. 6

EDWARD FUTTERER, SUPERVISOR OF MUSIC, PUBLIC SCHOOLS, ALBANY, N. Y.

### TIME.

"It is time that is at once the most desirable, the most difficult, and the most essential requisite in music."—*Mozart*.

Rousseau said in the last century: "The more time is beaten, the less it is kept."

This is as true to-day as it was then. My experience is, the more pupils beat the time the less they keep it, an enthusiastic teacher should make the pupil feel the time. If the mind of the child has been well-trained to perceive the accents, the beating of time is unnecessary. Let the conductor or teacher beat the time for the pupils.

### How to Develop a Two-Part Measure.

The teacher should require the pupils to pay strict attention while she sings a two-part measure with a sound (or quarter note) upon each beat, after which she may say. You may listen again so that you may tell me which beat is the loud and the soft one, teacher singing



P. Answer the first beat is loud and the second beat the soft.

T. You may give me a two-part measure with a sound (or quarter note) upon each beat, using instead of La. Loud, soft.

Loud, soft, loud, soft,  
La, la, la, la,

Select songs to develop two-part rhythm.

### DRILL IN TIME.

1.           2.           3.           4.           5.

Teacher should beat the time while pupils sing



Loud, soft.

T. You may give me a two-part measure with a sound or quarter note upon the first beat and a rest upon the second.

P. Sing



Loud, rest.

Pupils should whisper the rest.

T. Give me a rest upon the first beat and a quarter note upon the second.

P. Sing



Rest, soft.

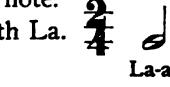
T. Listen again while I give you a two-part measure with one sound or half note.



La-a.

T. Give me a two-part measure with one sound or half note.

P. Sing with La.



La-a.

T. You may sing the scale for me in two-four time, using first Loud, soft, then with La.

Loud, soft, Loud, soft.  
La, la, la, la,

Teacher should sing different measures with La., calling upon the pupils to name the measure.

## DIVISION OF TIME.

T. I am going to sing a two-part measure with two sounds upon the first beat and two upon the second. Teacher singing



T. Give me a two-part measure with two sounds upon each beat.



T. You may give me two sounds upon the first and one upon the second beat.



T. Give me one sound upon the first and two upon the second beat.



T. Give me two sounds upon the first and a rest upon the second beat.



## TEST IN TIME.

Write this exercise upon the blackboard and test the class by singing different measures.

1.      2.      3.      4.      5.      6.      7.      8.

9.      10.      11.      12.

Develop three, four and six part measures in the same way.

#### MODULATION.

(1) (2) (3) (4) (5) (6) (7) (8)  
Keys. E. F. G. A. B. C. D. E.

|   |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|
| 8 | 7  | 6  | 5  | 4  | 3  | 2  | 18 |
| 7 | 6  | 5  | 4  | 3  | 2  | 81 | 7  |
| 6 | 5  | 4  | 3  | 2  | 18 | 7  | 6  |
| 5 | 4  | 3  | 2  | 18 | 7  | 6  | 5  |
| 4 | 3  | 2  | 81 | 7  | 6  | 5  | 4  |
| 3 | 2  | 18 | 7  | 6  | 5  | 4  | 3  |
| 2 | 18 | 7  | 6  | 5  | 4  | 3  | 2  |
| 1 | 7  | 6  | 5  | 4  | 3  | 2  | 1  |

The teacher should at first make simple combinations by moving the pointer from one key to another, viz.: After singing up and down column one, move the pointer very slowly from 2 first line to 1 second line key of F. Move pointer 1. 2. 3. 4. 5. 6. 7. 6. 5. 4. 3. 2. 1.—18. 7. 81. 2. 3. 4. 7. 81.—1. 3. 2. 4. 3. 5. 3. 4. 2. 7. 81.—move again from 2 to 1 third line key of G., point to 1. 2. 3. 4. 5. 6. 5. 4. 3. 2. 1.—18. 7. 6. 7. 81. 2. 7. 8.—1. 3. 5. 6. 4. 2. 7. 81.—move again

from 2 to 1 fourth line key of A., point to 1. 2. 3. 4. 5. 4. 3. 2. 1.—18. 7. 6. 5. 6. 7. 8.—1. 3. 5. 4. 2. 7. 6. 5. 7. 2. 3. 4. 7. 6. 5. 8.—again from 2 to 1 fifth line key of B., point to 1. 2. 3. 4. 3. 4. 2. 1.—8. 7. 6. 5. 4. 5. 4. 5. 6. 7. 8.—1. 3. 2. 4. 7. 5. 8.—from 2 to 1 sixth line key of C., point to 1. 2. 3. 2. 3. 2. 1.—8. 7. 6. 5. 4. 3. 4. 5. 6. 7. 8.—1. 3. 5. 6. 4. 5. 3. 6. 5. 3. 2. 1.—from 2 to 1 seventh line key of D., 1. 2. 18. 7. 6. 5. 4. 3. 2. 3. 4. 5. 6. 7. 8.—from 2 to 1 last line, same as first, key of E. With a little practice the teacher can keep the pointer moving from one key to another with little difficulty. All the above exercises can be given by dictation, viz.: Sing 1—2. Call 2—1. Sing 1. 2., etc.

#### SPECIAL POINTS.

To take any one sound or tone greater than a tone or semi-tone and think the relation, as, Sing 1. 3. 5. 6. think 6 as 1 sing 3. What is the pitch?

P. C sharp.

#### PLAIN TALKS ON DRAWING

THEODORE C. HAILES, DRAWING MASTER, ALBANY PUBLIC SCHOOLS

#### NUMBER VI.

##### MECHANICAL PERSPECTIVE—(CONTINUED)

Look at the diagram. Imagine yourself standing at S. P. (station point) and looking toward C. V. (center of vision)—everything *below* P. L. is *outside* of the picture on the ground and consequently on that plane all *horizontal* or *plan dimensions* may be truly laid out. *Above* P. L. is the Picture plane on which are drawn appearances. Everything to the left of the L. D. is to the left of the observer, and everything to the right of L. D. is to the right of the observer.

Now, let us place a point A. on the ground three feet to the *left* of the L. D. and two feet *outside* of the picture. The diagram is drawn to the scale of a quarter

of an inch to the foot. That means that every quarter of an inch on the diagram represents a foot, so the point A. will be placed two quarters of an inch below P. L. and three quarters of an inch to the left of L. D.

Our task is to place a point on the Picture plane (above P. L.) *perspectively* three feet to the left of L. D. and two feet *into* the picture, said point to be apparently lying on the ground. The first step is to push the point perpendicularly to P. L., which you will remember is the *bottom* of the picture plane. This may be done by use of a triangle, square or problem. The simplest way to do it is to lay off on the P. L. a distance to the left of the L. D. equal to the

distance between the point and the L. D. In this case three-quarters of an inch, representing three feet. Call the projected point B. Now draw a straight line from B. to C. V. This line is the vanishing line for all points lying on the ground three feet to the left of the I. D.. In other words, *every point in the line B., C. V. is perspectively three feet to the left of the observer.*

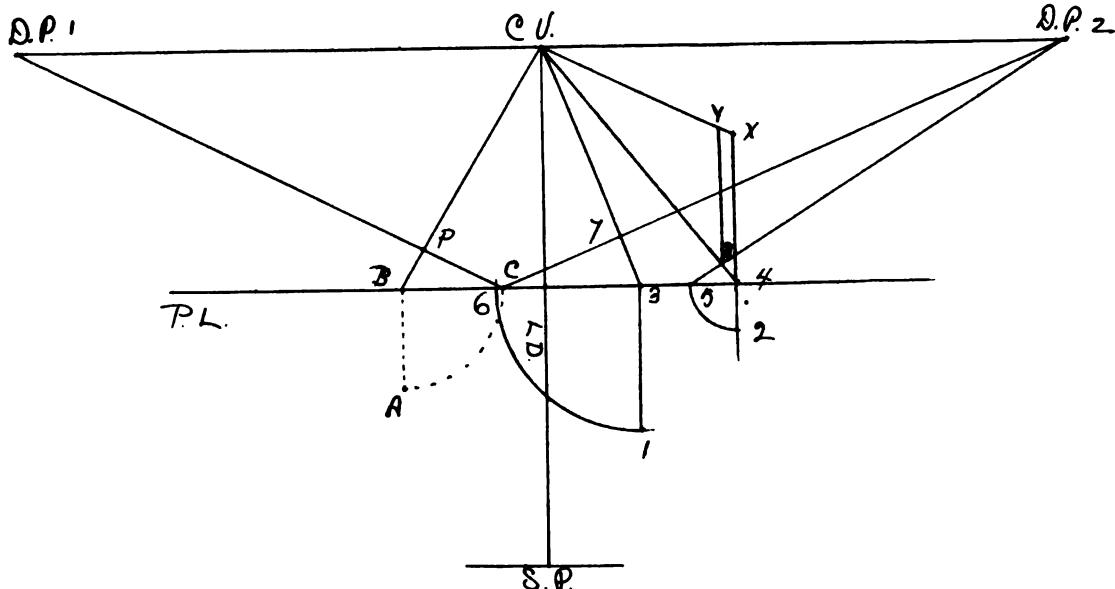
The second step is to obtain the perspective distance of two feet *into* the picture. Now I must remind you of the first great principle in perspective drawing, viz.: All measurements are made on or from the

You can imagine the line P. B. swung round on the point B., apparently getting longer and longer as it swings, until it lies tight up against the picture plane along its lower edge (P. L.), when it will reach from B. to C.

If you can understand the above you will see why all measurements are made on P. L.

To locate any other point in the picture we would simply repeat the process already explained under new conditions.

Let us locate the line 1, 2, lying on the ground to the right. The end 1, two feet to the right and three feet from the Picture



P. L.; so we will measure on P. L. to the left or right of B. two feet (2 quarters of an inch). Let us call this new point C.

Now draw a straight line from C. to the D. P., which will cause the said line to cross the vanishing line B., C. V. In the problem under consideration it is best to lay off the point C. to the *right* of B., in which case we may run our line to D. P. 1.

Where the line C. D. P. 1 crosses the line B. C. V. is the perspective point required. Let us call this point P.

Now the line B. P. is not two feet long, in reality, but only *perspectively* so.

plane. The end 2, four feet (4') to the right and one foot from the picture plane.

Draw perpendiculars from 1 and 2 to P. L. Call these points 3 and 4. Draw line from points 3 and 4 to C. V. Lay off the distance 1, 3 and 2, 4 on P. L., marking the new points 5 and 6. Draw lines from points 5 and 6 to D. P. 2, and where they cross the vanishing lines 4 C. V. and 3 C. V., will locate the perspective points 7 and 8. Draw a line connecting 7 and 8, and we have the perspective of the line 1, 2.

The student should make and work out a number of problems until familiar with

the method of locating any point lying on the ground; then two points limiting straight lines; then several points limiting plane figures.

Now let us consider the method of locating points and lines *off* the ground.

Suppose the point 2, a hole in which stood a post three feet high. The top of the pole would be a point three feet above the ground directly over the point 2. We would first locate the point 2 as already explained, then from the point 4, which is on P. L., we would draw a vertical line 4, X three feet high. We would draw it the true length because it is *tight up against the picture plane*. Now a line drawn from X to C. V. would be the vanishing line for all points three feet above the ground and four feet to the right of the line of direction. If we draw a vertical line from point 8 to the vanishing line X. C. V., we will locate the point Y, which is the perspective top of the pole.

Now it is easy to see that you have not only located a vertical line in perspective, but you have also located a vertical plane 2, X, Y, 8, whose true dimensions would be 3' X 1'.

Practice locating vertical lines of various heights and in various places. Then vertical planes. It is but a step from the location of planes to the location of rectilinear forms, such as cubes, prisms, plinths and their modifications.

To locate pyramids, first locate the base, then locate the apex, after which the rest is simple, for all you have to do is to connect the point which represents the apex with the corners of the perspective square.

To locate such forms as cylinders, first draw square prisms of similar dimensions, then draw the curve in the perspective free-hand, through the points obtained.

It must be distinctly remembered that this short article does not elucidate the whole theory of perspective.

The author only claims that a student of average intelligence can, by close study of this little lesson, understand the method of locating a single point anywhere in the picture, which is the key to the whole art.

## ARITHMETIC LESSONS

### MULTIPLICATION OF DECIMALS

SIXTH YEAR

IDA H. LATTA

Pupils are supposed to have a thorough knowledge of decimals as far as multiplication of decimals.

Multiply  $\frac{4}{10}$  by 3. Ans.  $\frac{4}{10} \times 3 = \frac{12}{10}$ .

Write  $\frac{12}{10}$  as a decimal. Ans. .2.

Under it place the multiplier 3. Ans. .2

3

What was the answer when we multiplied them as common fractions? Ans.  $\frac{1}{10}$ .

How is  $\frac{1}{10}$  written as a decimal? Ans. .6.

Then what must we write underneath our problem as an answer? Ans. .6.

Do so. .2

$\times 3$

—

.6

Multiply  $\frac{4}{10}$  by 2 Ans.  $\frac{4}{10} \times 2 = \frac{8}{10}$ .

Write  $\frac{8}{10}$  as a decimal. Ans. .4.

4

Now place 2 for a multiplier. Ans.  $\times 2$

—

What should the answer be? Ans.  $\frac{1}{10}$ .

Write this as a decimal. Ans. .8.

Now write it for the answer. Ans. 4

$\times 2$

—

.8

Multiply  $\frac{3}{10}$  by  $\frac{4}{10}$ . Ans.  $\frac{12}{100}$ .

Write as decimals. Ans. .3

$\times 4$

—

What must the answer be? Ans.  $\frac{12}{100}$ .

Write it as a decimal. Ans. .12.

Write it as the answer to the problem.

Ans. .3

$\times 4$

—  
.12

Give a number of problems like these, as:

$$\frac{1}{10} \times \frac{1}{100}, \frac{1}{10} \times \frac{1}{1000}.$$

Turn to first problem, .2

$\times 3$

—  
.6

How many decimal places in multiplicand? Ans. One.

How many in multiplier? Ans. None.

How many in product? Ans. One.

Turn to second problem. Question in same way.

Turn to third problem, .3

$\times 4$

—  
.12

How many decimal places in multiplicand? Ans. One. In multiplier? Ans. One. In product? Ans. Two.

How many in both multiplier and multiplicand? Ans. Two. And how many in product? Ans. Two.

Continue this questioning through the rest of the problems chosen.

Then: How many have discovered how I can tell how many places to point off in the product? Ans. As many as there are decimal places in both multiplier and multiplicand.

From which side of product do we point off? Ans. From the right.

Pupils can now easily deduce the following rule, which is written on board:

To multiply decimals, multiply as in whole numbers, and from the right of the product, point off as many decimal places, as there are decimal places in both multiplier and multiplicand.

Second method:

6.24 Multiply a decimal by a deci-

$\times .45$  mal.

—  
Multiply as though .45 was a

3120 whole number. The answer will  
2496 be 280.80. But .45 is not a whole  
— number, but is one-hundredth part  
280.80 of the whole number 45, therefore  
the answer is 100 times too great,  
and we must divide it by 100, or move the  
point two places to the left, and the answer  
becomes 2.8080.

#### To TEACH PROCESS OF DIVISION OF FRACTIONS BY INVERSION OF DIVISOR.

FIFTH YEAR—PUPIL'S AGES, NINE AND TEN YEARS

ANNA L. REESE

Aim.—To teach dividing a fraction by a fraction by inversion of divisor.

Preparation.—Before teaching this lesson review the different ways of expressing one.  $1 = \frac{8}{8}$ ,  $1 = \frac{4}{4}$ ,  $1 = \frac{5}{5}$ ,  $1 = \frac{8}{8}$ ,  $1 = \frac{7}{7}$ , etc.

Presentation.—Put a number of divisors on the board and ask the following questions:

Q.  $\frac{1}{3}$  is in 1 how many times?

A. 3 times.

Q. Since  $\frac{1}{3}$  is in 1, 3 times what part of 3 times is  $\frac{2}{3}$  in 1?

A.  $\frac{2}{3}$  is in 1,  $\frac{1}{2}$  of 3 times or  $\frac{2}{6}$  times.

Q.  $\frac{1}{5}$  is in 1 how many times?

A.  $\frac{1}{5}$  is in 1, 5 times.

Q.  $\frac{1}{5}$  is in 1 how many times?

A.  $\frac{1}{5}$  is in 1,  $\frac{1}{2}$  of 5 times which is  $\frac{1}{10}$  times.

Q. How many times is  $\frac{1}{5}$  contained in 1?

A.  $\frac{1}{5}$  is in 1,  $\frac{1}{5}$  times.

Q.  $\frac{1}{5}$  is in 1 how many times?

A.  $\frac{1}{5}$  is in 1,  $\frac{1}{5}$  times.

When this is thoroughly understood, put these examples on the board and have them worked orally.

$$\frac{1}{4} \div \frac{1}{7} = ?$$

T.  $\frac{1}{4}$  is in 1 how many times?

P. 7 times.

T.  $\frac{1}{4}$  is in 1 what part of 7 times?

P.  $\frac{1}{3}$  of 7 times or  $\frac{7}{3}$  times.

T. Since  $\frac{1}{4}$  is in 1,  $\frac{1}{4}$  times, how many times is  $\frac{1}{4}$  contained in  $\frac{1}{7}$ ?

P.  $\frac{1}{4}$  is contained in  $\frac{1}{7}$ ,  $\frac{1}{4}$  of  $\frac{1}{7}$  times.

$$\frac{1}{4} \div \frac{1}{7} = ?$$

Ask some child to work this example without questioning.

P.  $\frac{1}{3}$  is in 1, 3 times.  $\frac{2}{3}$  is in 1,  $\frac{1}{2}$  of 3 times or  $\frac{2}{3}$  times. Since  $\frac{2}{3}$  is in 1,  $\frac{2}{3}$  times,  $\frac{1}{3}$  is in  $\frac{1}{2}$ ,  $\frac{1}{2}$  of  $\frac{2}{3}$  times, which is  $\frac{1}{3}$  times.

Have the children open their arithmetics and work many examples orally. After this oral drill they are ready for the following written work:

$$\frac{1}{2} \div \frac{1}{3} = \frac{3}{2}. \text{ Ans. } \frac{1}{3} \div \frac{1}{2} = \frac{2}{3}. \text{ Ans.}$$

$$1 \div \frac{1}{3} = 3. \quad 1 \div \frac{2}{3} = \frac{3}{2}.$$

$$\frac{1}{2} \div \frac{1}{3} = \frac{3}{2} \times \frac{1}{2} = \frac{3}{4}. \quad \frac{1}{3} \div \frac{1}{2} = \frac{2}{3} \times \frac{1}{2} = \frac{1}{3}.$$

When the written work has been done, ask the children what they did to the divisors and deduce the following rule:

**RULE.**—See how many times the divisor is contained in one and multiply the dividend by the quotient or multiply the dividend by the divisor inverted.

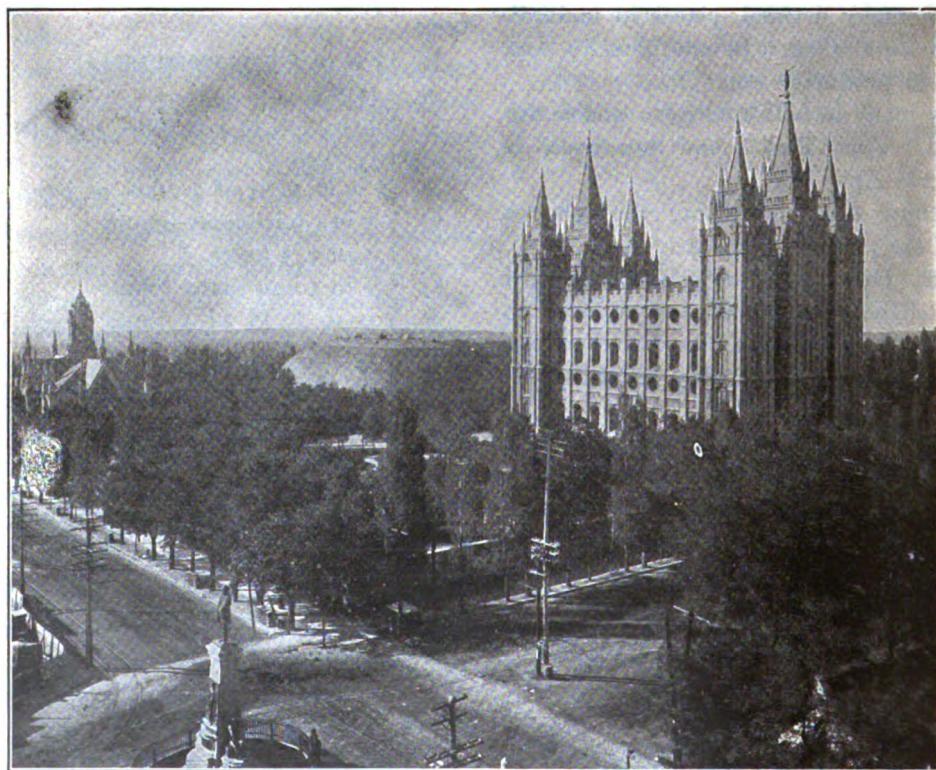
### ONE MOMENT.

A FICKLE moment, filled with wonder power,  
To turn a life, a suffering brother's fate,  
Perchance lies in your hand. The precious hour  
You do not heed until it is too late—  
And all the good you might have done, not done,  
One passing moment held it all! Just one.

A fickle moment, filled with wonder power  
For ruin all that lifelong virtue wrought,  
Perchance lies in your hand. The fatal hour  
You heed, and passion turns you all to naught.  
The good you once have done is lost—undone!  
One moment has destroyed it all! Just one.

—“E. N.” in *Chicago Journal*.

THE trials and sorrows of children and young people have not always had the recognition they deserve from parents and teachers. Every burden of life—and life's burdens seem many—rests at its heaviest on a child's nature.—*Trumbull*.



TEMPLE BLOCK, SALT LAKE CITY, UTAH

From *Four Track News*.

Courtesy George H. Daniels.

## In Special Fields

### TEACHING THE FILIPINOS

LOREN C. GUERNSEY, BALAYAN, BATANGAS PROVINCE, PHILIPPINE ISLANDS

THE white man's burden" in the Philippines has resolved itself into the question of elevating the Filipino through the means of education. In America we have so long been accustomed to our boasted school system that we scarcely appreciate the difficulties that arise when an attempt is made to establish a school system in the Philippine Islands. I say establish, advisedly, for the schools that the Spaniards had here were scarcely worthy of the name. Little else than religious catechisms and a meagre outline of Spanish grammar was taught under the Spanish regime.

The pupils were permitted to study aloud and bedlam reigned supreme in the schools. In fact Filipino pupils have no conception of what real study is. They are good imitators, but very poor in original work or investigation. It was the Chinese system, if you please, rather than that of any up-to-date and well-worked out pedagogical system.

The task that we American teachers are undertaking is the Herculean one of introducing approved methods into schools that never had any genuine method, or of organizing absolutely new schools, equipping them so far as may be, according to modern pedagogical notions, and starting them out on the right lines, beginning with the fundamentals.

Although the department of education has dealt liberally with the schools in the way of furnishing apparatus and school supplies, yet many times the methods of the American teachers simply resolve themselves into the question of devising the simplest appliances for carrying on school work. In no position, perhaps, in America is the teacher's ingenuity taxed as it is here in the

Philippines. American teachers are accustomed to enter a nicely equipped schoolhouse, where they have almost everything that may be desired in the way of supplies and apparatus. Here in the Philippines we consider ourselves fortunate if we can find any school building whatsoever. We may have some benches, picked up here and there, a few chairs and tables gleaned from various sources, and we are thankful.

The Philippine people have not yet come to realize that each town ought to pay its own native teachers, supply and equip a school house and keep the same in repair. So this whole process of education must extend right down through the rank and file of the masses.

Filipinos are strongly imbued with the old Spanish idea that procrastination is the prime virtue of man. *Manana* is still the watchword among these eastern people. We Americans are obliged to go slow in hustling the east, yet we never shall have thoroughly done our work until we teach these people that an agreement once made must be kept. At present, they think nothing of breaking their word. Even the native teachers seemed to consider themselves under no obligation to keep their dates. I have had a native Filipino teacher agree as fairly as man could to come to me at a certain hour in the evening for a certain purpose. Then he would not come at all at the hour mentioned, neither would he offer an apology for not coming. In fact, he never alluded to the matter thereafter. Furthermore these native teachers in Balayan began to practice coming five or ten minutes late to school, as though it made no difference whether a teacher was on time or not.

All of these things must be met diplomatically by the American teacher upon whom it devolves to set the whole school aright. The Maestro-American must not only teach his own classes, but he must see that the other teachers do their work properly.

The American teacher must teach the native teachers English and teach it to them in such a way that they will be able to teach their pupils English, as well as to teach them such subjects as arithmetic, grammar, geography, history, etc., and these in English, too, mind you.

In fact, the American teacher is required to conduct a teacher's training class for the benefit of the native teachers. This is no doubt the most important work we teachers are doing.

All of our instruction is to be in English and at the same time we are to teach methods of teaching (in the English language) to people who do not by any means always understand what we say.

Notwithstanding the fact that the task is a difficult one, the writer has had the intense satisfaction of seeing his efforts rewarded with much success. The pupils are earnest and are eager to learn English. Many of them already understand much. They turn out three times a week to a "night school," in a class of fifteen to twenty, simply for practice in English. Their enthusiasm has not yet begun to lull in the least. These people are awake to the fact that English is going to be the leading language in these islands in a very short time.

The American teacher to be a success here must have tact, ingenuity, diplomacy, a large amount of patience, ability as an organizer, as a disciplinarian and social leader. Many are the "fiestas" that are celebrated, and the teacher must be ready and willing to do his part towards encouraging the festivities. He must be ready to recognize the priest as a brother worker and always extend to him the most cordial greeting.

### THE WEAK LINK

EDITOR S. Y. GILLAN IN WESTERN TEACHER

THERE is an increasing demand in competent intermediate and grammar grade teachers. The call is from every section of the northwest, and the desired qualifications include methods of instruction as well as power to discipline. While normal or college graduates often are given the preference, there is a tendency to disregard arbitrary rules as to education, experience, and even certification, and we notice a willingness to look at the record of the teacher, to consider personality and power, as well as papers, and to overlook trifles if only a teacher can be found who can instruct and govern. Such services can be secured only by paying a fair salary.

This is as it should be. A superintendent who has just finished his first term in charge of the schools of a good city, thus freed his mind to a group of friends in a hotel lobby during the recent meeting of the State Teachers' Association: "I have been giving my entire attention to the grades. They are badly run down. Our board has been willing to pay good salaries in the primary rooms and the high school and have employed good teachers there, but they have had an idea that any one holding a certificate can teach in the intermediate or grammar grades." His experience is not exceptional. There are many cities where fifty dollars is paid to primary teachers and sixty in the high school, but where almost any girl is given a place in from fifth to eighth grade if she will teach for thirty-five or forty dollars a month. The one who will take the lowest figure gets the place, without regard to qualification.

To such an extent has this system been practiced, that few teachers specialize in grade work. They look to the other rooms, where salaries are better, and the chance for advancement greater. If they have not the education necessary for high school work, they take special primary training. If they prefer work among older boys and girls.

they take upper grade work only as a stepping stone to the high school, and make the change as soon as possible. The result is that superintendents and boards that desire first-class, experienced seventh and eighth grade teachers, and are willing to pay for them, often search in vain. "I am swamped with applications for high school and primary work," remarked a city superintendent the other day; "but where can I find good eighth grade teachers?" And no one answered him.

For this condition of affairs, educational men and women are in part to blame. It is time for careful thought and plain talk. We have over emphasized the relative value of the high school and the primary room, as compared with the intervening grades. In our zeal for a good start and a fine ending, we have been lax with reference to these important years of the child's life. If there is any one place more than another where a boy or girl needs careful handling, proper training, and intelligent governing, it is in the grammar room. There should be obtained the knowledge which is the basis of all future study and there are formed habits of thought and action which will last through life. Not every girl, no matter what her certificate, is fit to teach in these grades, and when she is, she can be engaged and retained only at a fair salary.

This is not an attack on primary rooms or high schools. They are dealt with none too generously. What we ask is equal attention to all. But if it is a question of cutting down the average high school course, or having weak grammar grades, we are emphatically in favor of the former.

A rope cannot be strengthened by making it thicker at both ends. When the strain comes it parts in the middle. A solid basement and a strong roof do not make a substantial house. When the storm comes the walls crumble. Special training in the kindergarten and primary, with the finest high school finish in the land, alone, will not give

a well rounded education. When the boy leaves school to take his place in the world, he shows his weakness in the common branches. And that is where our public school system is criticised most frequently, and we fear most justly, by practical men.

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IN this country we rightly pride ourselves upon our system of widespread popular education. We most emphatically do right to pride ourselves upon it. It is not merely of inestimable advantage to us; it lies at the root of our power of self-government. But it is not sufficient in itself. We must cultivate the mind; but it is not enough to cultivate only the mind. With education of the mind must go the spiritual teaching which will make us turn the trained intellect to good account. A man whose intellect has been educated while at the same time his moral education has been neglected, is only the more dangerous to the community because of the exceptional additional power which he has acquired. Surely what I am saying needs no proof, sure the mere statement of it is enough, that education must be education of the heart and conscience no less than to the mind. It is an admirable thing, a most necessary thing, to have a sound body. It is an even better thing to have a sound mind. But infinitely better than either is it to have that for the lack of which neither sound mind nor body can atone, character. Character is in the long run the decisive factor in the life of individuals and of nations alike.—*President Roosevelt.*

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IT is not the boy who is surrounded with great laboratories and elaborate apparatus, but some Michael Faraday who, in the attic of an apothecary shop, experiments with a can of water and an old syringe, who becomes eminent.—*Success.*

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"THEY never are alone that are accompanied with noble thoughts."—*Sir Philip Sydney.*

## Editorials

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THE Kennedy plan may be applied to pupils in the way of individual encouragement. Give the dull child credit for, not only what he does, but what he tries to do.

\* \* \*

THERE seems to be a fresh awakening in the educational work of the South—and the eyes of the whole country are fixed upon that section. It is encouraging to note that the number of well-edited school publications is also increasing in that part of the field.

\* \* \*

WE DO not believe that there is a better source of help and inspiration for the teacher than to meet other teachers, especially those doing the same grade of work, in informal meetings. We are pleased to note the formation of so many Principal's Councils, etc., in all portions of the state.

\* \* \*

THE question of teaching Nature Study in rural communities largely resolves itself into calling the attention of the girls and boys to the knowledge of Nature that they already have—to make them know the things that they have learned by general observation. The country child is likely to fail in the important art of observing carefully the many things in Nature that are his to study.

\* \* \*

IN A recent number of the *Western Teacher* Editor Gillan points out that Tom McBeath, of the *Florida School Exponent*, whom we have had the pleasure of commanding oftentimes, "is making the brightest, keenest and most readable paper to be found anywhere south of a line extending from Bloomington, Ill., to Albany, N. Y." We certainly appreciate being thus pointed out and classed with those educators

who have made Bloomington, Ill., a bright spot on the educational map.

\* \* \*

BEFORE the Educational Press Association, at its Chicago meeting, Editor S. Y. Gillan, of the *Western Teacher*, called attention to the fact that the success of an educational magazine depends upon the force and vigor—the individuality, if you please, of the editor. He thus unconsciously paid himself a fine compliment, and explained the success of his own publication. He might have applied the same principle to the teacher; for the personal factor is the one that counts after all, in teaching as well as in preaching to teachers.

\* \* \*

IT IS a practice most absurd, we care not where it may be used, to require pupils to write essays upon subjects concerning which they have little knowledge. The cheapest way a teacher can make a plagiarist of a pupil is to send him to the encyclopedia to look up data for an essay upon a subject concerning which he has had no previous information. There are many things about which any child can write understandingly, if the teacher takes the pains to inquire what they are. Then why demoralize his thought, destroy his originality and make a thief of him?

\* \* \*

WE have been interested in noticing how many of our exchanges are discussing editorially, or contain articles, of late, concerning the important matter of bettering the condition of rural schools. Are we just beginning to find out how great is the influence of rural schools upon our national life? Let the good work go on until these schools shall be provided with specially trained teachers, and those having that

strength of individuality and love for humanity that inspires girls and boys to become true women and men. Let not the agitation of this question cease until every girl and boy in this country has the chance offered to secure free schooling.

\* \* \*

It is a good thing for the teacher sometimes, when perplexed with the duties of the schoolroom—in those times of especial discouragement, when she feels that she is not getting the grasp that she ought upon the lives of her pupils—to sit down and recall her own experiences with some teacher whom she feels influenced her most. There are few of us who have not had some special teacher, or teachers, who left the mark of their method of instruction, the influence of their training upon our lives. In the light of our own experiences we may discover the secret of their success with us, and use it profitably in dealing with those in our charge.

\* \* \*

OUR attention has been called of late to several deaths and resignations of teachers caused by overwork. In the notices of the same, given in local papers, attention has been called to their valuable services to the community, as teachers in Sunday schools, chairmen of study committees of local literary societies, presidents of lecture committees and members of local Granges. It is entirely honorable, we suppose, but not always wise, to die in a noble cause. In many communities nearly as much work can be accomplished outside of the school building as within. But no teacher can accomplish good results in the schoolroom who impoverishes her powers doing too much outside work, as is often the case.

\* \* \*

AN article in the March issue of AMERICAN EDUCATION entitled "Influences in the Evolution of True Americans," by Superintendent Henry P. Emerson, of Buffalo,

has attracted wide attention. A western patron, president of one of the largest book houses in the country, says of it: "The first article in your March number, by Superintendent Emerson, is admirable. He hits the nail right on the head, and especially in his discussion of self-activity and self-control as elements in the formation of right character. There are too many things in the article, however, to particularize all of the good ones." This is but one of several commendatory notices upon this article received by us.

\* \* \*

ONE of the great educational problems—if not the greatest—is to get into the schools and keep them there those pupils who are beyond the limit of the requirements of the compulsory education laws. Many girls and boys, as well as parents, do not realize the importance of an education. Upon slight pretences the child is kept out of school and gets away from its influences. In rural communities and smaller villages this problem may be partially solved by the teacher visiting the homes and getting in touch with the lives of their occupants. It is often a pleasant diversion from the work of the schoolroom to make calls upon parents, after the session of the day, to interest them in the welfare of their children. Surely much more can be accomplished by this means than by keeping pupils after school, whatever may be their offense.

\* \* \*

THE following is contained in an account of the work of Miss Jane Nye, a teacher in the Buffalo Truant School, recently appearing in the Buffalo *Express*:

"When Miss Nye was teaching in Massachusetts, one of the boys in her class was a misshapen little negro. He was very disconsolate when it came time for him to pass on to a higher grade. The superintendent assured him that he would find other teachers he would like as well as he did

Miss Nye, but he refused to believe it and sobbed out his sorrow in her sympathizing ear.

"I'll never find anybody I like half so well as you," he announced, "because you are just like our folks."

We are constrained to remark that there is need of many, many Miss Nyes in the teaching force of this country. The teacher who can adapt herself to the lives and conditions of her pupils, however varied may be their characters and manners of living, will best bring them to a knowledge of true citizenship—the aim of public school work. May her kind multiply until the spirit she shows absorbs the whole teaching force.

\* \* \*

"How little intelligent interest the daily papers take in educational affairs has been strikingly demonstrated by the almost utter indifference with which the news of Colonel Parker's death was received. Outside of Chicago and vicinity the papers either failed to mention the passing away of the heroic champion of free and joyous development of children, or they gave but scanty and inaccurate notice. In New York city only one of the prominent dailies devoted more than a few bare lines to the event. Two papers which lay claim to consideration as special friends of the schools did not record the death at all."—*School Journal*.

This is quite on par with the interest shown the school by the average community. Possibly one in fifty patrons of a public school visits the same regularly and has an intelligent understanding of the work being done for his girl or boy. It is flattering to the teacher that the general public without question has delegated to him the work of moulding the character of the coming generation and making worthy citizens of its girls and boys.

\* \* \*

SINCE the message of Governor Odell to the legislature of the State of New York

was issued, in which he called attention to the fact that many are being educated in normal schools at the state's expense who have failed to enter the teaching profession, there has been considerable agitation of the matter. It seems to be the consensus of opinion, as expressed by the newspapers, that the normal schools are not fulfilling their proper functions, and that measures should be adopted to control the work being done by them, to make it as nearly professional as possible.

If we interpret the Governor's message correctly, he meant to call attention merely to the present practice of maintaining academic departments in normal schools for local students, who are educated at the state's expense without any idea of teaching. It is quite possible that he also had in mind the practice followed by some non-resident students, who follow courses, and when graduating from the same enter other lines of work; or possibly his recommendations on this point may be interpreted to mean that the normal school should confine its work to pure professional training alone, and not attempt to give instruction in academic subjects.

The Governor is wise in calling attention to any abuse of the state's intention to make of its normal schools institutions for the preparation of those intending to teach, and recommending that proper steps be taken to prevent the functions of such institutions from being improperly diverted. We are not inclined, however, to take a view of the question nearly so serious as do many of the newspapers.

That the normal school may do its work properly and serve the interests of the state to the greatest degree in the training of teachers, it must have in connection with it a training department, where prospective teachers can enter upon the work of actual teaching, under the direction of capable critics. To this end it must necessarily recruit pupils of all grades from the chil-

dren of the community in which it is located. If the community gives its pupils to this work, it cannot, especially in small places, also maintain a high school. Then, too, many of these places have given large sums for the erection of the normal school, with the idea in mind that the state should allow local students the right to attend such school without payment of tuition.

We do not believe, although we are speaking from general observation and acquaintance with normal schools, and not from figures, that the number of non-resident pupils who do not teach the reasonable length of time prescribed by the state will exceed ten per cent. of the whole number enrolled. We do not believe that the number who enter these institutions with the thought in mind that they can be educated in them at the expense of the state without fulfilling the obligations prescribed, number two per cent. of the total number enrolled. Of those, who do not teach, some find, happily, before leaving the normal school that their Creator did not intend them for teachers; and they have the good sense to relieve the state of the blunder that would result from their attempting to do work of such vital importance. They are the square pegs that will not fit the round hole. Lack of health, failure to find places to teach until they have entered other employments, etc., deter others from becoming teachers.

When it is known how large a percentage of those who enter normal schools is from rural sections, where they have been denied the opportunity to secure the high school education that the normal school critics would make necessary for entrance to these institutions, the enormity of the state's offense in their behalf seems not too great. When the state provides a free high school education for all-comers, then the function of the normal school may possibly be to do professional training alone.

Again, the training given in high school subjects in the normal school is entirely

different from that given in the high school. The instructor realizes that he is training pupils who expect in return to teach. The methods employed are to this end. It is a fact that the methods of instructors in academic branches are being followed by the graduates of normal schools quite as much as those of regular method teachers. We take pleasure in calling attention to an article in this issue, from the pen of Dr. Francis J. Cheney, the scholarly principal of the Cortland Normal School, touching upon this point in language plain and convincing.

We are much more disturbed by fears that the state will neglect that other important matter—to give every girl and boy a chance to secure a free high school education—than we are because the state is paying tuition of a few who fail to meet its obligations.

#### GREAT TRUTHS

Great truths are portions of the soul of man;  
Great souls are portions of Eternity;  
Each drop of blood that ere through true heart  
ran

With lofty message ran for thee and me.

For God's law, since the starry song began,  
Hath' been, and still forevermore must be,  
That every deed which shall outlast Time's span  
Must goad the soul to be erect and free.

Slave is no word of deathless lineage sprung—  
Too many noble souls have thought and died,  
Too many mighty poets lived and sung,  
And our good Saxon, from lips purified  
With martyr fire, throughout the world hath rung  
Too long to have God's holy cause denied.

—James Russell Lowell.

"Not they who soar, but they who plod  
Their rugged way, uphelp, to God  
Are heroes; they who higher fare,  
And flying, fan the upper air,  
Miss all the toil that hugs the sod.  
'Tis they whose backs have felt the rod,  
Whose feet have pressed the path unshod,  
May smile upon defeated care,  
Not they who soar."

—Paul Lawrence Dunbar.

## General School News

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The Milwaukee schools will retain the Roman pronunciation of Latin.

Harvard has decided to abandon its course in veterinary medicine.

Women constitute 27.4 per cent. of all college students.

San Francisco will hereafter require applicants for teaching positions to pass a physical examination.

It is quite likely that Dr. John Dewey will be offered the position made vacant by the death of Colonel F. W. Parker.

Grand Rapids, Wis., George P. Hambrecht, superintendent, has a fine new high school building.

Charles G. Sower, of the firm of Christopher Sower & Company, Philadelphia, school-book publishers, died recently at the advanced age of eighty years.

The *Ohio Teacher* has purchased the subscription list and good-will of the *Teachers' Advance*, which will add very materially to its circulation.

Dr. Charles J. Judd, head of the department of pedagogy and professor of psychology at the University of Cincinnati, has accepted the appointment of head of the department of psychology at Yale.

Supt. E. G. Cooley, of Chicago, has recommended that tenure of office of teachers in that city be permanent, unless there is specific charge brought against a teacher.

Pres. Nicholas Murray Butler and Prof. M. V. O'Shea were among those on the program of the Central Illinois Teachers' Association at its recent meeting.

The Southeastern Iowa Teachers' Association met at Washington. Among those on the program were Superintendent Greenwood, of Kansas City; Professor Vincent, of Chicago, and Professor Kiehle, of Minneapolis.

The general offices of the Chautauqua Assembly will be moved from Cleveland, O., to Chautauqua, N. Y. Among the offices to be moved will be that of Frank Chapin Bray, editor of *The Chautauquan*.

The action of the Chicago board of education in reducing the number of the district superintendents in that city from fourteen to six, has aroused considerable discussion throughout the country.

*The School Journal*, New York City, will issue a special memorial number as a tribute to Colonel Francis W. Parker. The publishers also expect to bring out a special memorial edition of his "Talks on Teaching."

James H. Fairchild, for thirty-three years president of Oberlin College, died at Oberlin,

Ohio. He was eighty-four years old, and was connected with Oberlin College for sixty-eight years.

William W. Birdsall, for four years president of Swarthmore College, has resigned. Mr. Birdsall became president of Swarthmore in 1898, succeeding Dr. Charles De Garmo, who resigned to accept the chair of pedagogics at Cornell.

State School Commissioner G. R. Glenn, of Georgia, has announced himself a candidate for re-election. Considering the service that he is doing for the schools of his State, and the entire South, he certainly should be continued in office.

Prof. F. J. E. Woodbridge, now head of the department of philosophy in the University of Minnesota, has been elected to the chair of philosophy at Columbia University, vacant by the election of Dr. Nicholas Murray Butler to the presidency.

Daniel Jones, a district school teacher of Lancaster, Mo., has issued a challenge to any one, or any group of persons, to spell against him for the championship of the world. It would be interesting to know how he was taught to spell so well.

A Summer School for the South will be held at the University of Tennessee, Knoxville, Tenn. A good corps of instructors, with a course of instruction to meet the needs of all teachers, ought to attract a large number of teachers.

Mrs. C. P. Huntington has given \$250,000 to be applied in the erection, equipment and endowment of the Harvard Medical School. This gift completes the \$4,950,000 necessary for this purpose and makes available J. Pierpont Morgan's proposed gift of three buildings to cost about \$1,000,000, and J. D. Rockefeller's conditional gift of \$1,000,000.

We failed to call attention in our last issue to the election of a successor to Regent O. H. Warren, of the University of the State of New York. The one selected by the legislature is William Nottingham, a prominent attorney of Syracuse. He is a graduate of Syracuse University, and has taken considerable interest in educational matters.

According to statistics compiled by the registrar of Columbia University, the number of students and faculty enrolled in different educational institutions is as follows: Harvard first, with 5,576 students; Columbia second, with 4,422; the University of Michigan third, with 3,816; Chicago University fourth, with 3,727; the University of California fifth, with 3,540; the University of Minnesota sixth, with 3,536; Cornell seventh, with 3,216; the University of Wisconsin eighth, with 2,812; Yale ninth, with 2,680, and the University of Pennsylvania tenth, with 2,520.

The school board of Milwaukee has been investigating the expense to the city of each high school pupil and comparing the same with that of other cities. In Philadelphia the cost was \$64.09; in Rochester, \$32.70. In the former city the cost was the greatest, in the latter the least, while Milwaukee is about half way between, the expense per pupil being \$50.15. The differences are largely in the matter of salaries. In Philadelphia principals were paid from \$3,000 to \$4,000 a year, teachers in the boys' schools from \$800 to \$2,500, in the girls' schools from \$800 to \$1,600. In St. Louis the maximum for principals is \$3,000, assistant principals \$2,200, and for assistants from \$1,500 to \$2,000.

At the Martha's Vineyard Summer Institute, next July, the following course in pedagogy will be given: Hon. William T. Harris, LL. D., U. S. Commissioner of Education, will give a course of five lectures on "The Psychology of Education;" Hon. William N. Hailmann, Ph. D., Superintendent of Schools, Dayton, Ohio, formerly U. S. Superintendent of Indian Schools, will give five more, and Prof. H. H. Horne, Ph. D., of Dartmouth College, will complete the course with ten more. This will make a full course of twenty lectures on psychology and pedagogy, given in the morning, from 8:30 to 9:15, during the entire methods period of four weeks. These lectures will be free to any one having a course ticket in any department. For circulars, apply to W. A. Mowry, Hyde Park, Mass.

The International Kindergarten Union holds its ninth annual convention in Boston, April 23d, 24th and 25th. This union is the largest kindergarten organization in the world, and comprises over seventy kindergarten associations in all parts of the United States and Canada. Its total membership is over 7,000. More than 1,500 delegates and visitors are expected at the convention. Notable among the men who will speak are Charles W. Eliot, president of Harvard University; Henry S. Pritchett, president of Massachusetts Institute of Technology; Prof. Paul H. Hanus and Prof. Earl Barnes, and School Superintendents E. P. Seaver and T. M. Balliet. Miss Susan E. Blow, Mrs. Fanny B. Ames, Boston; Miss Anna W. Williams, Philadelphia; Miss Bertha Payne, Chicago; Miss Lucy Wheelock, Boston, and Mrs. J. H. Stannard, Boston, will give addresses or conduct conferences; and other leaders in kindergarten work will take part in the discussions which form an important feature of these meetings.

The State Normal School at New Paltz, N. Y., enjoys the unique distinction of having among its students a large number of Cuban girls, who are being taught American methods of teaching at the expense of the Cuban government. In a recent number of *The Outlook*, Miss Lillian W. Betts, one of the editors, has an interesting article regarding these students and their life at New Paltz, as well as the work being done by them. She says in part: "The principal of the Normal School, Mr. Myron T. Scudder, a man of untiring energy, resourceful,

progressive and original, takes especial interest in the Cuban students. When the proposition to bring these young women to this country was made, Mr. Scudder accepted the responsibility with enthusiasm. The problem faced was a most serious one. It was not simply that of placing foreign students in a curriculum devised for a certain end, but there must also be an adaptation to a course that in one year would justify its maintenance to the State authorities and the government of Cuba, as well as be suited to a most unusual body of students; it was, in addition, to evolve a system of work that would require all the resources of the Normal School to accomplish the most in the least space of time. All this must be done with the greatest economy in the use of the faculty, so that the work of the regular students should not be retarded or interrupted, while the foreign students should have every class-room advantage. Added to these problems, Cuban homes must be established, for faith must be kept with their families and the Cuban government that these young women would be returned to Cuba still really Cuban women."

Educational Meetings: April 26-27—Tri-State Teachers' Association, at Huntington; W. H. Cole, president, Huntington, W. Va. May 7-9—Western Drawing Teachers' Association, at Minneapolis, Minn.; Adelia E. Denton, secretary, St. Joseph, Mo. June 2-27—Galesburg Kindergarten Normal School; Adda R. Robertson, secretary. June 10-16—North Carolina Teachers' Assembly, annual session, at Wrightsville, N. C.; W. D. Carmichael, Jr., Secretary and treasurer, Durham, N. C. June 13-August 2—Ohio University, summer school; Dr. Alston Ellis, president, Athens, O. June 23-August 1—Vanderbilt University, summer school; Dr. J. T. McGill, secretary, Nashville, Tenn. June 30-July 1—University Convocation, at Albany, N. Y.; James Russell Parsons, Jr., secretary, Albany, N. Y. June 30-July 5—National Association of Elocutionists, in Chicago; Virgil A. Pinkley, president, Cincinnati, O. About July 1—Kentucky Educational Association, at Lexington; W. W. White, secretary, Alexandria. July 1-3—American Institute of Instruction, Burlington, Vt. July 1-3—Pennsylvania State Teachers' Association, at Pittsburg; Dr. J. P. McCaskey, secretary, Lancaster, Pa. July 1-4—West Virginia State Educational Association, annual meeting, at Mt. Lake Park, Md.; State Superintendent Thomas C. Miller, president, Charles, W. Va. July 2-3—New York State Teachers' Association, at Saratoga Springs; Supt. H. P. Emerson, president, Buffalo; R. A. Searing, secretary, Rochester. July 2-3—New York State Society for Child Study, at Albany; Dr. S. H. Albro, secretary, Fredonia, N. Y. July 7-11—National Educational Association, at Minneapolis, Minn.; Wallace G. Nye, chairman local executive committee.

In the current number of the *Atlantic Monthly*, Fred W. Atkinson, the head of the American school system in the Philippines, speaks hopefully of future educational prospects in the islands. He states that under the

Spanish regime, education was exclusively ecclesiastical, and that before the Americans came there was among the Filipinos a desire for Western education. Under the bill for the establishment of a centralized system of public schools, which was passed by the Philippine Commission, the archipelago is separated into eighteen divisions, an American superintendent being assigned to each, with deputy superintendents equal in number to the organized provinces. Out of 1,000 men and women teachers from the United States, 800 are actively at work. The establishment and maintenance of normal, manual training and agricultural schools is provided for, and there exists a superior Advisory Board of Education, consisting of the general superintendent and four members. When native teachers are assigned, the division superintendents fix their salaries. Town boards are created by the election of half their members by municipal councils, and the appointment of half by division superintendents. School buildings are furnished by the towns, which also pay native teachers their salaries. The English language will be made the basis of all public school instruction. While the Faribault system of religious teaching is used, no pupil is obliged to receive religious instruction. School attendance is not compulsory, the cause being the insufficiency of present school accommodations. During the first year over half a million American text-books and a large quantity of supplies have been distributed. Over a thousand schools give instruction in the English language and the Filipino teachers receive daily lessons in English.

The Southern Educational Association made the following declaration of principles: The Southern Educational Association affirms its unswerving faith in the principles of universal education as the basis of human progress and the means to the moral elevation of man. It declares its conviction in the power of educated public sentiment to develop efficient social and civic agencies; in the need of popular appreciation of the economic and moral benefits of the school, and in the duty and responsibility of the State in providing adequate facilities for the education of all its citizens. We emphasize the need of ample preparation of the teachers in our common schools; we demand the recognition by law of properly qualified supervisors and better facilities for the work of rural schools in the way of buildings and equipment. We recognize the pressing need of more money for the schools. Without this fundamental condition no progress or improvement is possible. The condition of the rural schools demands the attention of educators generally throughout the country. We consider the rural child as worthy of consideration as the city child, and in the upbuilding of the rural schools we see a means of keeping the people on the farm, improving the methods of agriculture and beautifying the home life of the people. We believe that it is wise to have large central schools in rural districts rather than the isolated single-room schools, seeing by that means a way of grading rural schools,

founding libraries, lectures and industrial training. To further this end, we give our approval of the consolidation of the rural schools, transporting pupils in proper conveyances wherever necessary and possible. We cordially approve kindergarten schools for the children in the Southern States, especially for those where home opportunities do not lead them to appreciate the higher and better forms of life. We recognize generally throughout the South the encouragement given by the States to the elementary education of the child and to the cause of higher culture, as well as technical and normal education. As the industrial progress and prosperity of a people are forerunners of all forms of intellectual, moral and social advancement, we are heartily in sympathy with all efforts to make education more practical by the introduction of manual training, including domestic science, into the course of study and the establishment of agricultural and technical schools.

We affirm that wholesome respect for the established customs and laws of the people constitutes a basic principle in their upward course, and we greatly deprecate any infringement on this ideal condition of progress. We believe that the advancement of the cause of education is the greatest safeguard that can be thrown around a people, bringing with it a higher regard for the law of the land, respect for the rights of property, and a higher sense of the sacredness of human life, thereby securing for all our people the blessings of a prosperous, peaceful and useful life.

### THE BEE-HUMS IN THE MEADOW

I'm gettin' weary, Molly, of our visit here in town,  
Though daughter's done her very best to keep  
homesickness down.

With sixty years spent on the farm, the town don't

seem to be,

Fer all its gaiety an' sicc, the fittest place fer me.  
It's true the guirls is married an' the boys is gone  
away,

An' home is sorter like ourselves—a bit run down  
an' gray,

But still I want to git back there whar' life flows  
slow an' sweet,

With bee-hums in the meadows an' the partridge  
in the wheat.

I've read the volumes, Molly, my daughter's had  
me read;

I've gone about the city twice an' all the sights  
I've seed;

But—will you b'lieve it!—lookin' down there on  
the cold and slush,

There comes a flood o' memories an' a sort o'  
solemn hush.

I see the children rompin' round the premises  
once more,

An' sproutin' jonquils in the yard an' roses by the  
door—

An' then I somehow hear 'twixt me an' noises of  
the street,

The bee-hums in the meadows an' the partridge  
in the wheat.

—Will T. Hale.

# In the Schools of the State

## TEACHERS' INSTITUTES

### SCHEDULE OF APPORTIONMENTS

| DATE  | COUNTY         | Dist. | PLACE              | CONDUCTOR      | INSTRUCTOR IN DRAWING | INSTRUCTOR IN ENGLISH |
|-------|----------------|-------|--------------------|----------------|-----------------------|-----------------------|
| May 5 | Franklin.....  | 1-2   | Malone .....       | Sanford .....  | Miss Rice.....        | Miss Collier.....     |
| " 5   | Clinton.....   | 1-2   | Plattsburg.....    | Shaver .....   | Miss Rice .....       | Miss Collier.....     |
| " 5   | Westchester..  | 1-2-3 | Tarrytown.....     | Williams ..... |                       | Miss Schreiber...     |
| " 5   | Warren.....    | 1-2   | Warrensburg.....   | Smith .....    | Miss Rice.....        | Miss Schreiber...     |
| " 12  | Herkimer ..... | 2     | Mohawk .....       | Sanford .....  | Miss Rice.....        | Miss Schreiber...     |
| " 12  | St Lawrence..  | 3     | Potsdam.....       | Shaver .....   | Miss Rice.....        | Miss Schreiber...     |
| " 12  | St Lawrence..  | 2     | Canton.....        | Williams ..... | Miss Rice.....        | Miss Schreiber...     |
| " 12  | Lewis.....     | 1     | Port Leyden.....   | Smith .....    |                       | Miss Collier.....     |
| " 12  | Lewis.....     | 3     | Lowville.....      | Hull .....     |                       | Miss Collier.....     |
| " 19  | Essex.....     | 1     | Elizabethtown..... | Sanford .....  | Miss Rice.....        | Miss Collier.....     |
| " 19  | Essex.....     | 2     | Ticonderoga.....   | Shaver .....   | Miss Rice.....        | Miss Schreiber...     |
| " 19  | Fulton.....    | ..... | .....              | Williams ..... | Miss Rice.....        | Miss Schreiber...     |

### AT LARGE

George A. Hanford, of Syracuse, who has been an instructor in Yale University, has been elected to a position in the University of Missouri.

In the course of a hearing upon a teacher's retirement fund measure, a Poughkeepsie alderman thus expressed himself: "I do not see why teachers should be pensioned any more than anybody else who is the employ of the city. Their work is very easy in comparison with other workers. They work but six or eight hours a day, five days in a week, and only nine months in a year. I am opposed to the bill for this reason." In justice to Poughkeepsie, let it be added that another member of the Common Council, a local labor leader and the local papers immediately answered his unjust assertion. The *Enterprise* said editorially: "Every teacher who is such in reality studies and uses her time after school hours to prepare herself for the coming day and the entire future, carrying her labors many times well into the night time nearly every day in the school year. The same is true of her Saturdays and her vacations. She is always at work for the school and the idea that her cares, duties and responsibilities are hung up with the key to her school-room door every afternoon at four o'clock, or when the day ends, is one that is founded on an entire misapprehension of the work and responsibility of the faithful teacher."

### COUNTIES

**Albany.**—A memorial bronze tablet, which reads as follows, has been placed on the outside wall of the Albany Academy: "Philip Ten Eyck, M. D. Born March 10, 1802. Died July 15, 1893. Albany Academy, 1815. Hamilton College, 1820. Friend of and co-worker with Joseph Henry in his experiments in electromagnetism, 1826-1832, and his successor as professor of mathematics and natural philosophy in the Albany Academy, 1832-1848. A series

of experiments were instituted jointly by Dr. Philip Teneyck and myself.—Joseph Henry, *American Journal of Science and Arts*, 1831. Memorial Tablet from Citizens of Albany. March 10, 1902."—Miss Fensham, dean of the American College of Girls, at Constantinople, spoke on the work of that institution before a large audience in the study hall of the Albany Female Academy.—An ordinance for establishing a new school in the twelfth ward, passed by the Common Council, was returned without the approval of the Mayor on grounds that the school was not needed in the locality selected, but in another part of the ward.

**Allegany.**—Prin. A. C. Gillette has tendered his resignation as principal of the Andover high school, to take effect at the close of the present school year. He is planning to take up advanced work in the post graduate department of Yale University next fall.—Floyd J. Melvin has resigned as principal of the Whitesville school.

**Broome.**—Miss Nellie Stover, of Keuka, succeeds Miss May Collins as teacher in the Leistershire schools.—Prin. J. Edward Banta, of the Binghamton high school, recently gave an address in that city on "The Best Education." From newspaper extracts of the same we judge that it was sensible to a high degree. Among other things he said: "Education takes time. We are living in an age when all is done with a rush, in a hurry. We are looking for short cuts to reach a definite goal. But the student is always a student. The educated man is always being educated. Aspiring to become educated and to get the best education takes time. It is not a matter of short cuts, a matter of six weeks, six months, six years, but of a whole life time."—Supt. D. L. Bardwell announces thirty-three stereopticon lectures for March and April, at the different schools of Binghamton. Most of these are upon topics of geography.

**Cattaraugus.**—Prin. F. E. Matthewson has been re-engaged at South Dayton, at a sub-

stantial increase in salary. All teachers have been re-engaged.—Com'r S. A. Peavy is making an effort to improve penmanship in the schools of his district. His recommendations are to the effect "that the unsatisfactory results in this important branch are due more to lack of sufficient practice with the pen than to defective teaching. Children cannot be depended upon to provide themselves with suitable pens and writing paper, and I recommend that such supplies be furnished by the district, and the teacher be requested to require each pupil above the third grade to hand in an average of one lesson per day written in ink in addition to the regular writing exercise. Goods pens can be purchased for about forty cents per gross, and suitable paper for fifty cents to one dollar per ream." He asks teachers at end of term to send him samples of writing done by the pupils. Some districts have acted on his suggestions and supplied pens, paper, etc., free to pupils.—Prin. Burdett Phillips, who has so successfully supervised the Allegany schools, has tendered his resignation, to take effect at the end of this school year. He will take a course at Harvard University.

**Cayuga.**—Miss Bertha M. Bardwell, of No. 20 Arthur street, a teacher in the Laurel avenue school, Binghamton, has been appointed to a position in the Auburn high school.

**Chautauqua.**—The death of Miss Kate Skil-lings, of Portland, who was teaching at Pat-chogue, L. I., N. Y., recalls again the terrible Normal School fire at Fredonia. Miss Skil-lings was the last one to get out of the building, climbing down an icy fire escape in bare feet with only her night gown to protect her from the bitter cold. The terrors of that night shattered her nervous system and she was never strong since. She died of paralysis, being stricken while engaged in class-room work.—Supt. E. E. Scribner, of Dunkirk, will have his salary increased to \$2,100, as a de-serving reminder to him of the work he is accom-plishing for Dunkirk's school system.—There promises to be some warm campaigning for the office of school commissioner in at least two districts of Chautauqua. Prin. J. S. Wright, of Falconer, will be a candidate against Commissioner Flagg in the third district; and Prin. P. E. Marshall, of Brocton, will contest the election of Com'r Grant Neil in the first district. May the men who know most about schools and least about machine politics win.—The meeting of the Principals' Association of the third commissioner's district was held at Jamestown. Prin. J. S. Wright, of Falconer, was the leading speaker, and discussed the subject "Hygiene and Aesthetic Surroundings of Our Schools." Meetings are held monthly.—A serious fire in the Chautauqua school build-ing was narrowly averted. The pupils were promptly marched out and the fire extinguished.

**Chemung.**—Supt. Charles F. Walker, of Elmira, recently delivered an address in that city on the subject, "The Public and Its Public Schools," that attracted a large audience. At the close of his address a general discussion took place. Among other things he said: "The

purpose of the public schools is to prepare for right living, and in order to do this we want right living from the beginning. The old and narrow idea of a school was a place where children might meet to learn by heart a few rules and definitions in stereotyped order, where the teacher might stuff the child's mind with facts which he was to repeat without question. It has long been discovered by leading educators that such teaching is no teaching at all."

**Columbia.**—The Kinderhook *Rough Notes* recently contained a well-illustrated write-up of the Valatia high school. Half-tones of the members of the faculty, president of the board and school building are given. Under the prin-cipalship of Winthrop L. Millias the school has been raised to the high school grade, and many improvements have been made.

**Dutchess.**—Miss Mabel Snyder, of Walden, a graduate of the New Paltz Normal, will teach at Poughkeepsie.—Miss Frances Nearing, of the Matteawan public school, has resigned her position and accepted a place in one of the New York schools. She will be a specialist in teaching physiology.—Burtis E. Whittaker has resigned as principal of the Rhinebeck high school. Since he took charge of the school it has been advanced to the grade of a high school, and has made a very creditable showing.

**Erie.**—The board of education at Depew will pay Prin. Hiram C. Hustleby an increase of salary the coming year.—The Buffalo School Association are agitating the question of pro-viding the schools of that city with high-class works of art, to adorn the rooms of school buildings.—The agitation in Buffalo to secure an ordinance permitting the use of public schools by the public still goes on. It is quite likely that action of the kind will be taken.—Alden will have a new school building at an estimated cost of \$40,000.—About 150 Buffalo teachers took an Easter vacation trip to Phila-delphia and Washington.

**Franklin.**—Miss Gertrude Hyde has been compelled to resign her position at St. Regis Falls on account of the illness of her mother.—E. C. Lawrence, a law student, has been elected principal of the Malone high school, to fill the vacancy caused by the resignation of Principal Howe.

**Genesee.**—In a report of his recent visit to the Batavia schools, Inspector Wheelock, of the Regents' office, spoke very highly of the work being done. Among other things he says: "It gives me great pleasure to congratulate you on the continued excellence of the Batavia high school. Batavia has become within the last two years, as you are probably aware, the best-known educational center in the State, and the methods that have originated there are being adopted by our best principals and superin-tendents very extensively." The methods adopted in other schools referred to by Mr. Wheelock pertain to the system of individual instruction, and was brought out by Supt. John Kennedy. The system is now being put in

practice all over the country. Experts have even come from Europe to look into it, and have gone away enthusiastic.

**Livingston.**—The Dansville high school is in prosperous condition, under the principalship of E. J. Bonner. The tuition from non-resident pupils has increased from \$500 to \$1,000 during his stay; a school paper and many improvements in the adornment of the rooms of the school have been added. The number of Regents' papers accepted at Albany have increased twenty-five per cent., with a pronounced increase in the number of graduates.—Miss Evelyn Walsh, a Geneseo Normal graduate, will teach in the Moscow school.

**Madison.**—C. H. Van Tuyl has been noticed of his re-election to the principalship of the Hamilton school, and has accepted. He was granted a leave of absence for a year to complete a college course at Chicago University. Principal Van Tuyl has all of the qualities that make a successful school man. He is a constant student.

**Monroe.**—Prin. S. P. Maulthrop recently addressed the Mothers' Club of school No. 21, Rochester, upon the subject of "Twentieth Century Education."

**Oneida.**—Supt. A. B. Blodgett, of the Syracuse schools, spoke to the Utica teachers recently upon the subject, "The Ideal Teacher." In his remarks he said that his ideal teacher is one with a great heart. He told of a Syracuse teacher in a poor district who was so loved in the whole neighborhood that parents even came to her for help and advice in their troubles. Once this teacher received a present from a little pupil of hers. It consisted of fifteen hairpins, not new, but showing signs of careful cleaning and straightening. The boy's mother, a poor woman, told her that she hoped Tommy's present would be taken in the right way. The little fellow, she said, had spent his spare moments hunting for old hairpins in the dump, pounding them straight with a rock, and rubbing off the rust with a brick and a piece of rag, all to get a present for "teacher." A woman who can make children love her as well as that, he said, is the best kind of a teacher. In speaking of the necessity for tact and gentleness he told an amusing story about a teacher who sent a peremptory note to a mother in regard to her girl's absence from school. The answer that came back, misspelled and scrawled on a dirty scrap of paper, was this: "Blue Monday—wash day—fire low—stove smokes—baby cross—dinner late—devil to pay generally—please excuse."—Arrangements are being made to establish a summer school at Whitesboro, with Com'r Cora A. Davis, of the first district, Oneida county, and Prin. George G. Bailey, of the Whitesboro high school, in charge. They have spared no pains in their selection of the faculty.—Four teachers of New York Mills union free school tendered their resignations to the board of education, the resignations to take effect at the close of the school year. The teachers

who resigned are Prof. W. S. Dromon, Misses Ella Roemer, Helen Mercer and Edith Ailen. At request of the board, all of them but Principal Dromon have reconsidered their action.

**Onondaga.**—With a view to securing uniformity in regard to school matters in the four cities of the second class, action has been taken by the Syracuse board of education by resolution offered by Com'r S. P. Burns, directing Pres. Giles H. Stilwell to correspond with the school authorities of Rochester, Albany and Troy. The proposition is to secure the desired uniformity by means of amendment of the White charter, which as it has been operative for over two years contains no provisions in regard to school matters. Each of the four cities has a separate school law.—Com'r Matthew G. Frawley has resigned his position to become postmaster at Baldwinsville.—In a recent report of Supt. A. B. Blodgett, of Syracuse, he has the following to say regarding the work of the schools, pointing out that the most important work done cannot be given in the statistics of a superintendent's report: "There is a side of the educational work of a school system, and its most important side, that cannot be tabulated or bunched in any manner that will present it accurately and faithfully. The growth in abstract scholarship of pupils may in a measure be presented through the course of study and the number of pupils who complete the prescribed course; but the broader, the higher, the richer, the fuller side, that which makes for the best type of citizenship cannot be stated. As to school management in general during the last twenty-five years, through the efficient aid of principals and teachers, there has been an improvement that is truly remarkable. The word 'discipline,' as we formerly understood it, has practically disappeared from the school vocabulary. The general behavior of pupils in school, at home or on the street, tells the story. I believe the observing citizen has noticed it. This condition has not been reached by spasmodic effort or sensational methods. Improvement, or right conduct, as applied to child life, is a matter of slow growth. It is the constant pegging away that brings the result. To one who has been closely allied to the schools, and who stops to inquire as to how the result has been achieved, comes the inquiry, 'How do you account for it?' It has been pleasing to note how many principals and teachers gladly record their opinions in favor of the influence of music, drawing, physical training, sewing, cooking, sloyd, and in no small measure to the kindergarten. We have reached this splendid condition of management and work in our schools through this variety of opportunity for our children."

**Ontario.**—Prof. J. C. Norris has presented to the union school of Canandaigua, N. Y., a genuine copy of an English edition of the Bible printed in Rouen, France, in 1566.

**Orleans.**—Miss Emma D. Allen, of Rochester, has been appointed supervisor of kindergarten work at Medina. She is a graduate of

the Rochester high school and Rochester Normal training class.

**Oswego.**—Principal Brownell has been re-elected principal of the Sandy Creek school with increased salary.

**Queens.**—Prin. J. Anthony Bassett has tendered his resignation as principal of the Rockville Center school.

**Rensselaer.**—Miss Alice M. Lewis, of Waterloo, N. Y., succeeds Miss G. Byall as teacher in the Castleton school.—The Brooklyn *Eagle* speaks of the Emma Willard School, at Troy, as "again rising to fame," then gives an interesting historical account of the same, as follows: "The Emma Willard School, of Troy, N. Y., was founded in 1820 by Mme. Emma Willard as the Troy Female Seminary. The school soon became famous, and from various sections of the Union, and particularly the South, pupils sought admission. Mme Willard was pre-eminently a pioneer in securing higher education for women in this country, and she was aided in her efforts by such men as Governor DeWitt Clinton, John Adams, Thomas Jefferson, George Coombs and Dr. Dick. From the beginning high intellectual and social standards were maintained at the institution, and at the time of the visit to America of the Marquis Lafayette no school for women ranked higher in this country than did Mme. Willard's. During his stay in New York State, General Lafayette was entertained at the school by Mme. Willard, and he was so favorably impressed that he complimented the founder highly and extended special courtesies to her on the occasion of her visit to France. While the school has had a constant career of success during the eight decades and more that it has been in existence, it has been especially favored of late in the efforts of the alumnae to have it hold among schools of today the same rank that it did in earlier times. The old seminary buildings have been replaced by handsome modern structures equipped with the latest and best educational appliances. One of the most beautiful and impressive of these buildings is Russel Sage Hall, which was donated and furnished by Russell Sage of Manhattan as an evidence of his appreciation of the work and aim of the institution from which his wife was graduated and of whose alumnae association she is and has been for some time the president. The school is now undergoing what may be termed a renaissance. The interest of the alumnae in its success and prosperity is evinced in the movement started by the Troy chapter, and indorsed by the graduates in other cities, in build a handsome memorial hall which shall serve as a general assembly place and also contain a finely equipped gynasium. Generous contributions have already been made to the fund, and in the near future the alumnae hope to see their plans completed and another fine building added to the school group. Russell Sage Hall is a dormitory building and is equipped and furnished beautifully. Gurley Memorial Hall and the Anna Plum Memorial Hall, the former being devoted to general class

work and the latter containing the art gallery and music rooms, comprise the group at present. In front of the Gurley Memorial Hall is an imposing statue of Mme. Willard erected by the alumnae.—The teachers of school No. 2 Rensselaer, recently gave a pleasant reception to the teachers of the city schools.

**Saratoga.**—There was a small attendance at the Saratoga Teachers' Association convention in Ballston Spa. Prin. A. A. Lavery delivered the address of welcome, after which Supt. Alexander Falconer, of Waterford spoke on the subject of "The Qualities for a Successful Teacher;" Miss Frances MacDowall, of Saratoga Springs, on "The Relation of Teacher to the Social Life of the Pupil;" Prin. Ivan T. Smith, of Galway, on "The Study of Civics and History in the Grades," and Professor Kneil, of Saratoga Springs, gave an interesting report of the Chicago convention. In the afternoon Commissioner Rice, of Corinth, spoke on "The Abuses of Grade Examinations." "Wireless Telegraphy" was the subject of M. D. Losey's address, and he was followed by Rev. Mr. Smith on "A Parent's View of School Work," the session closing with an address by Prin. W. U. Hinman on "Teaching Geography."—The executive committee of the Round Lake summer school met recently. The Rev. Dr. King was appointed to draft resolutions on the death of Prof. James C. Van Benschoten, of Wesleyan University, who had been professor of Greek at the summer school for ten years. Dr. Butts was authorized to secure in place of Prof. Van Benschoten Dr. H. W. Coon, of Wesleyan, who will lecture at the preachers' institute. Dr. Butts was also authorized to extend invitations to the undergraduates of New York, New Jersey East conferences to attend the institute as guests of the institute.—A new school building costing \$30,000 will be erected at Saratoga Springs.—While attempting to save a child from falling down stairs, Miss Jane Owens, of Ballston Spa, broke a bone in her right arm, dislocated the wrist and wrenched the muscles seriously.

**Schenectady.**—According to the local press, the experiment of establishing a night school in connection with the Schenectady schools is successful, and demonstrates the need of such schools in that city.

**Tompkins.**—Prof. H. Morse Stephens, professor of English history in Cornell University, has resigned his position to accept a professorship in English and European history in the University of California. He will also have charge of university extension work in connection with his new position.

**Ulster.**—The *Normal Review* is the title of a magazine issued monthly by the pupils of the New Paltz Normal School. The magazine is edited and printed by pupils of the school, under direction of an experienced printer. It is in every particular a creditable production.

**Wyoming.**—Miss Myrtle J. Briggs, of Delaware, has accepted a position as assistant preceptress in the Arcade high school. Miss Briggs is a graduate of Delevan high school, both academic and training class, and later of the Buffalo State Normal.

### GREATER NEW YORK

Miss Anna M. Gordon, district superintendent of schools, forty-fifth and forty-sixth districts, borough of Richmond, died recently. Cause of her death was apoplexy. Miss Gordon was born in Staten Island. She studied at the Albany State Normal School and returned immediately to Staten Island, where she taught in the schools of the various districts there. Some fourteen years ago she became vice-principal of P. S. 14, Richmond. Four years ago she was made associate borough superintendent, in which capacity her work won her much praise. When she became district superintendent under the charter she was assigned to the care of primary work in her home borough.—Brother Charles, the president of Manhattan College and a prominent educator in the Catholic Church of America, died recently at the college from pneumonia. Brother Charles was born in Patterson, N. J., forty-seven years ago. He entered the college, of which he became president, twenty-eight years ago, was graduated with high honors, and in adopting the career of teacher, interested himself especially in Latin literature. He had been recently engaged on plans to remove the college from Old Broadway and 135th street to Old Broadway and 242d street.—Superintendent Maxwell's figures show that to provide adequate school accommodation, the city must furnish immediately twenty-four new buildings, containing 620 class-rooms, with a seating capacity of about 31,000 children. These are divided among the various boroughs as follows: Manhattan, four buildings, 144 class-rooms, 7,200 sittings; The Bronx, two buildings, 80 class-rooms, 4,000 sittings; Brooklyn, eleven buildings, 268 class-rooms, 13,400 sittings; Queens, seven buildings, 128 class-rooms, 6,400 sittings.—The following is a complete list of the standing committees of the Board of Superintendents as appointed by Superintendent Maxwell: Committee on Nomination, Transfer and Assignment—George S. Davis, chairman; John H. Walsh and Edward L. Stevens. Committee on High Schools and Training Schools—Albert P. Marble. Committee on Evening Schools—John Jasper. Committee on Special Schools—Thomas S. O'Brien. Committee on Truant Schools—Hubbard R. Yetman. Committee on Course of Study, Text-Books and Supplies—Edward L. Stevens, chairman; John Jasper, George S. Davis, John H. Walsh, Thomas S. O'Brien and Algernon S. Higgins. Committee on Libraries—Algernon S. Higgins.

**Manhattan.**—The March dinner of the Schoolmasters' Club was given at the Hotel Denis. The guest and speaker of the evening was Hon. Frank A. Hill, secretary of the Massachusetts State Board of Education.—District

Superintendent James Godwin, who has retired from active duties in connection with Greater New York schools, will be given a dinner as an expression of the regard and good-will of his friends.—The Primary Teachers' Association of Manhattan and the Bronx was addressed by District Superintendent John L. N. Hunt at its last meeting.—Dr. John Dwyer, principal of public school No. 8, has been elected to the position of district superintendent, to succeed Supt. James Godwin, retired. He is in every way a thorough school man.—The meeting of the Library Club was attended by some three hundred of those prominent in library work, among them Andrew Carnegie, Dr. Melville Dewey, Dr. J. S. Billings, Charles C. Burlingham, John Kendrick Bangs, etc. Dr. Henry M. Leipzig, superintendent of the Board of Education Free Lectures, acted as toastmaster.

**Brooklyn.**—Prin. William McAndrew, whose utterances upon the subject of teachers' wages has attracted attention from all parts of the country, recently gave an address before the Chicago Teachers' Federation upon this important subject.

### AMONG THE COLLEGES

#### NEW PALTZ NORMAL

Ever since the Spanish-American war, the educational interests of Cuba have been most carefully fostered by the military government under General Wood. The first commissioner of public schools was Mr. Alex. E. Frye, who, after a most vigorous administration, was succeeded by Matthew E. Hanna, First Lieutenant, Second U. S. Cavalry, and Aide-de-Camp to General Wood. It is to the latter that credit is to be given for the project of sending a number of Cuban teachers to this country to receive professional training, and this, together with the fact that he is a West Point graduate and a soldier who had fought in the Spanish-American war, made everyone keenly alive with interest when it was announced that he was coming to New Paltz to inspect the work of the Cuban students.

He came to New Paltz at a time that might be considered most unfortunate. Several members of the faculty, including Miss Armstrong, were ill and absent from school. Owing to Miss Armstrong's serious illness, the Cuban Annex had been closed, and the young ladies had just been installed in the normal building with a new program and with a new shift of teachers. Yet, notwithstanding these disadvantages, Mr. Hanna seemed to enjoy his visit, while the school certainly thoroughly enjoyed having him here. Following are extracts from his report to General Wood:

"I spent four days at the normal school, arriving there on February 18, 1902, during which time I carefully studied every branch and department of the school, and the arrangements made for the comfort and accommodation of the Cuban students. Speaking in very broad and general terms, it will be very difficult to improve upon the conditions as I found

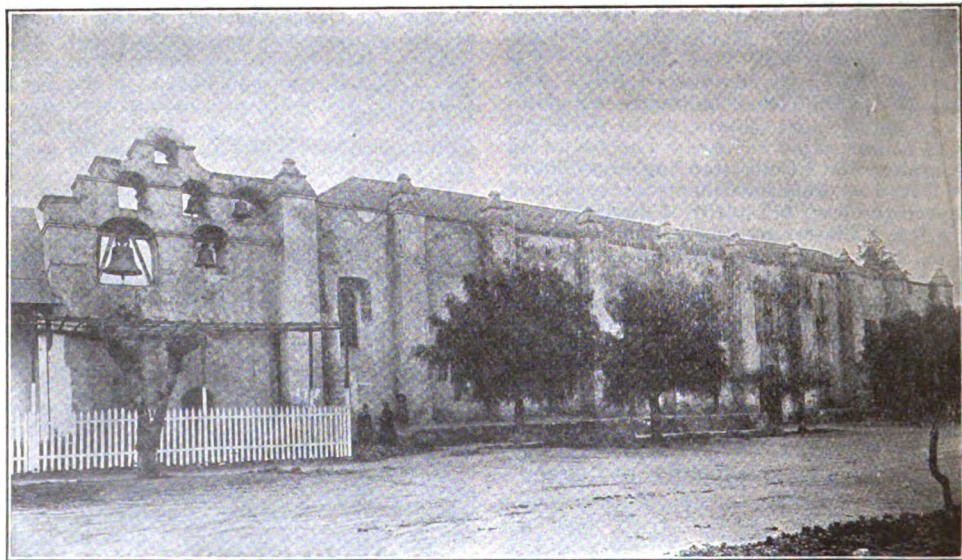
them. The principal of the school is ably assisted by a faculty better than is ordinarily found in such schools. The school itself has a reputation of being not only the best in the State of New York, but one of the best in the United States. The conditions as to location could scarcely be excelled.

The faculty of the school have had to work under great disadvantages. The Cuban students, on entrance into this school, varied in qualifications from girls who had scarcely any preparation to those who were in every way fit to enter such a course. As a result, they could not enter as a single class taking up the same work, but were necessarily divided into an unusually large number of different classes. In addition to this, the project was a new one and, until the students arrived at the school, the faculty were in the dark as to the preparation that should be made for their instruction. In spite of all this, the progress made has been truly remarkable. I doubt if it could be increased. The students are devoted to their work and to their teachers and the school. There is like or even greater admiration on the part of the faculty and the entire community at New Paltz for the Cuban students. They are located in three boarding houses under Cuban chaperones. In their private home life they are more comfortable than the average student at such schools. The arrangements for their comfort and health are ample and elaborate. This statement applies to their rooms, heating, lighting, sanitary arrangements and food. Naturally there are the usual number of petty complaints to be found among a body of students of equal number at any boarding school, but I failed to discover a single complaint against the administration of the school which was well founded. The health

of the students can scarcely be better; during my stay at New Paltz every student was able to attend school."

Mr. Hanna concluded his report by making certain recommendations looking not only to a return next year of the young ladies who are here now, but to an increase of thirty in the number to be sent, the aim being to secure eventually the attendance of at least sixty young ladies each year at New Paltz for a series of years, or until one party or the other wishes to discontinue the arrangement, each young lady remaining two years, at the end of which she should receive a certificate from the school providing, of course, her work was well done. It is important to state here that this certificate is not a normal diploma, for, of course, this could be given only under the well-known prescribed conditions, but it is documentary evidence that the student has successfully completed the special course, under the direction of Principal Scudder and the teachers specially engaged to teach the Cubans.

Mr. Hanna is a most dignified and fine appearing man, with splendid physique and soldierly bearing. It is perfectly evident to all who see him, that the educational affairs of Cuba are in safe hands as long as he is commissioner of public schools. It might seem strange that a soldier could lay down his sword and take up the pen with such success, yet back of his West Point training there is an experience of five years teaching in Ohio which has given him an insight into public education that is standing him in good stead at this time. We think he embodies in a great degree that remarkable quality of the educated Anglo-Saxon, which enables him to adapt himself rapidly and skillfully to almost any kind of work at any time and under any circumstances.



THE OLD SPANISH MISSION, AT SAN GABRIEL, CALIFORNIA

From *Four Track News*.

Courtesy George H. Daniels.

## UNIVERSITY OF THE STATE OF NEW YORK.

*Authorized Announcements, April, 1902*

### COLLEGE AND HIGH SCHOOL DEPARTMENTS

**Amendments.**—The medical law has been amended so that the Regents may in their discretion admit conditionally to the medical examinations in the preliminary subjects, i. e. anatomy, physiology and hygiene, and chemistry, applicants 19 years of age who meet the other requirements. Under this amendment the Regents are also given power to grant an allowance of one of the four years of study in a medical school to graduates of college courses registered by them as entitling to this privilege.

The dental law has been amended so that the Regents may admit to the licensing examinations up to January 1, 1904, any bona fide student of dentistry in this state under private preceptor who was entitled to file a certificate of such study on or before July 31, 1895.

### STATE LIBRARY AND HOME EDUCATION

**Library School.**—The 15th report makes the following important announcements:

The understanding by the alumni and the public that collegebred candidates are much preferred having resulted in applications from more college graduates than we have seating capacity for, has in natural evolution made this a graduate school. Maintenance of this standard will now work no hardship, as the other library schools afford opportunity for instruction of those unable to meet the higher requirements of the parent school. The faculty have therefore voted to advise all new applicants that from March 1, 1902, only those will be eligible for admission to the library school who are graduates of colleges registered by the Regents in the College Departments as giving creditable courses, thus formally making it a graduate school. It is true that a first class man or woman who has not been at college is better than a second or third class college graduate, but the new action does not open the doors to all those who hold degrees; as the faculty will continue to select only those who give promise of making a practical success of librarianship.

After October 1, 1902, tuition fees for residents of New York will be \$75 for junior year and \$25 for senior year; for nonresidents, \$100 for junior year and \$50 for senior year. Each year the school offers better facilities and instruction and requires more from its faculty. Some students have preferred to pay others to do for them any state work not part of the library training; under the new plan all will pay more tuition, but as far as possible state work will be assigned with reference to its educative value.

**Traveling libraries and pictures.**—During March 34 libraries, 10 wall pictures, 1,245 lantern slides, 3 lanterns and 518 photographs were lent to 55 borrowers. A new juvenile traveling library contains 25 attractive children's books, such as Peary's *Snow Baby*, Seton-Thompson's *Lives of the Hunted* and Lang's *Violet Fairy Book*.

### NEW YORK STATE LIBRARY BULLETIN

To supplement its *Comparative Summary and Index of Legislation in 1901*, issued in January last, the New York State Library is now issuing a *Review of Legislation in 1901*. This bulletin, edited by Dr. Robert H. Whitten, sociology librarian, contains contributions from 38 leading specialists in all parts of the country. For each important subject there is a review of the year's legislation treating briefly of the most important acts, indicating the general trend by references to previous laws, and in general giving, so far as practicable, a historical and sociologic setting to the year's legislation. This review, together with the comparative summary and index, make a year-book of comparative legislation of scientific and practical value. The review is now in press and will be sent postpaid to any address on receipt of 25 cents.

Writing in the *Contemporary Review* in 1889, Albert Shaw comments on the need and value of such comparative studies of American legislation as follows:

"It may perhaps be asserted with truth that nowhere else in the world is the student afforded such opportunities for the comparative study of constitutions and legislation as in the United States. Nearly 50 free commonwealths, having an average population approaching a million and a half, are engaged each for itself in working out the problems of good government. There is never a year in which the people of one state or another are not assembled in convention to reconstruct their organic law from its very foundations. There is never an autumnal election at which the people of several states do not vote for or against important changes in their constitutions. In each legislative period of 24 months, no fewer than 60 sessions are held, resulting in an 'out-put' of at least 25,000 enactments. Enormous as is this volume of legislation, it is not impossible to trace through the successive biennial periods and through the statute-books of the various states certain marked tendencies, political, administrative, ethical, and economic; and all such investigation—very little of which has as yet been made—will yield ample rewards."

The following is a list of subjects treated and contributors: *State Government*, C. E. Merriam, Ph. D., Department of Political Science, University of Chicago; *City Government*, Delos F. Wilcox, Ph. D., Elk Rapids, Mich.; *Special Assessments and Local Improvements*, Victor Rosewater, Ph. D., Omaha, Neb.; *Roads*, M. O. Eldridge, United States Office of Public Road Inquiries; *Lawmaking and Elections*, Robert H. Whitten, Ph. D., Sociology Librarian, New York State Library; *Porto Rico Revenue Act*, J. H. Hollander, Ph. D., Professor of Political Economy and Finance, Johns Hopkins University; *Taxation of Mortgages*, Frederick N. Judson, Rialto building, St. Louis; *Inheritance-tax*, Max West, Ph. D., United States Department of Agriculture; *Taxation of Business Corporations*, John Henry Hammond, 30 Broad street, New York; *School Organization and Supervision*, James Russell Parsons, Jr., M. A., Secretary University of the State of New York; *Common Schools*, William T. Harris, LL. D., United States Commissioner of Edu-

cation; *High Schools*, Elmer E. Brown, Ph. D., Professor of Education, University of California; *Higher and Professional Education*, H. L. Taylor, Ph. D., University of the State of New York; *Libraries*, Melvil Dewey, M. A., Director New York State Library; *Geology and Topography*, F. J. H. Merrill, Ph. D., Director New York State Museum; *Charities*, Robert W. Hebbard, Secretary New York State Board of Charities; *Dependent, Neglected and Delinquent Children*, Walter S. Ufford, Ph. D., Superintendent of Inspection, New York Board of Charities; *The Insane*, T. E. McGarr, Secretary New York Commission in Lunacy; *Feeble-minded and Epileptic*, J. C. Carson, Superintendent Syracuse State Institution for Feeble-minded Children; *Penal Institutions*, George McLaughlin, Secretary New York State Commission of Prisons; *Intoxicating Liquors*, W. E. Schenck, New York Department of Excise; *Public Health*, Charles V. Chapin, Superintendent of Health, Providence, R. I.; *Food Legislation*, W. D. Bigelow, Ph. D., United States Bureau of Chemistry; *Labor: State Bureaus, Employment Agencies, Employers' Liability, Hours*, Adna V. Weber, Ph. D., Chief Statistician New York Department of Labor; *Factory Inspection: Protection of Labor*, Horace G. Wadlin, Chief Mass. Bureau of Labor Statistics; *Insect Pests and Plant Diseases*, E. P. Felt, D. Sc., New York State Entomologist; *Contagious Diseases of Animals*, D. E. Salmon, Chief United States Bureau of Animal Industry; *Irrigation*, Elwood Mead, United States Office of Experiment Stations; *Forestry*, Gifford Pinchot, Forester United States Department of Agriculture; *Protection of Game*, T. S. Palmer, Ph. D., United States Biologic Survey; *General Business Corporations*, Frederick J. Stimson, 53 State street, Boston; *Building and Loan Associations*, William W. Thornton, Law building, Indianapolis; *Insurance*, Francis Hendricks, New York State Superintendent of Insurance; *Railway Accidents*, E. A. Moseley, Secretary Interstate Commerce Commission; *Mechanic Liens*, Louis Boisot, 444 North Clark street, Chicago; *Mortgages*, Leonard A. Jones, Judge Mass. Court of Registration; *Civil Procedure*, James Dewitt Andrews, Chicago; *Crimes and Punishments*, Samuel J. Barrows, United States Commissioner International Prison Commission; *Notes on Session Laws, Revisions and Constitutional Convention Publications*, T. L. Cole, of Statute Law Book Company, Washington.

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### IN THE STATE SUPERINTENDENT'S OFFICE.

#### ARBOR DAY ANNUAL

Arbor Day falls upon May 2nd this year. The *Arbor Day Annual*, issued under direction of State Superintendent of Public Instruction Charles R. Skinner, is an inspiration in itself to the proper observance of this important event. Beautiful colored plates of birds and flowers adorn the cover pages; and the selection of literary material is of the best, and suggestive of the program

that should be arranged by the schools of the state upon this occasion. Superintendent Skinner has the following note to school officers and teachers:

#### *Fellow-Workers in the Cause of Education:*

This second day of May, 1902, is the fourteenth anniversary of the celebration of Arbor day in the public schools of this great commonwealth.

We may well believe that the 117,364 exercises held in our public schools in observance of the day, and the 346,317 trees planted by the pupils of those schools have materially advanced public sentiment in favor of the preservation and restoration of our forests—a sentiment which has found expression in laws establishing the State Preserve in the Adirondacks and in the organization of a school of forestry under the direction of Cornell University.

Better still, we believe these exercises have inculcated in our youth a growing appreciation of the benefits of arboriculture, and a genuine love for nature in all her forms, which will tend to develop in the rising generation finer sensibilities, more generous ideals of life, and greater respect and veneration for the wisdom and beneficence of nature's God. If this belief is well founded, the legislature, in establishing Arbor day, builded far better than it knew, by providing not only for the material welfare of the future citizen and of the state, but for an aesthetic training and development essential to the highest type of civilization.

I, however, believe that the same results may be secured, and, at the same time, results which are immediate, and self-evident as to their value, by concentrating our attention and our efforts upon the improvement of school grounds. It is unnecessary for me to call your attention to the fact that a person traveling through a section of the country where he is a stranger, unconsciously measures the culture and refinement of the community by the condition of the school buildings and grounds which come to his notice. Possessed of anything like due appreciation of the value of refining influences in the environment of his children, he forms his judgment as to the desirability of the locality as a place to purchase property or to make a home. He will interpret the neat and pleasing school surroundings as a sign of a progressive, liberal, and prosperous people, and he will just as certainly interpret unkempt and untidy school surroundings as a sign of a slovenly, careless, and thriftless people, without pride either in themselves or their posterity.

To the stranger no better advertisement can be given of your farms and of your people than by attractive, well-kept school grounds. While this value is real and material, there is, from an educational standpoint, a still higher value in the influence that beauty and neatness and order exert over the healthy and symmetrical development of the growing child, and I regret that in this respect the pupils in the city, have in most instances, the advantage of the pupils in the country.

While attractive school buildings are to be desired, unless the grounds are well-kept and beautified by shrubs, they are by no means so attractive as are humble buildings in a tasty setting of tree and shrub and vine and cleanly-kept lawn.

My fervent desire is that trustees and teachers, one and all, will make this a rallying day for the beautifying of the school grounds of their respective districts, and that the result of their cumulative efforts may make this truly the Empire State in school surroundings.

Faithfully yours,

CHARLES R. SKINNER.

### PRIZES OFFERED

#### FOR THE BEST KEPT DISTRICT SCHOOL GROUNDS

Through the liberality of William A. Wadsworth, of Geneseo, N. Y., the Superintendent of Public Instruction is enabled to offer, as in 1891, 1892, and 1901, cash prizes of \$100 for the best, and \$50 for the second best kept school grounds in the state. Competition is open to all the district schools of the state, the grounds of which are not within the limits of a city or an incorporated village.

The manner of awarding the prizes will be as follows: A photograph or photographs of the school grounds must be taken sufficiently large to afford a fair opportunity of judging. Accompanying must be a statement as to when the photograph was taken, and a diagram with full explanation concerning the location and character of walks, the kind and condition of fences, the location and kinds of trees and shrubs.

The statement and diagrams are to be made by trustees of school districts competing, indorsed by the school commissioner having jurisdiction, and, together with photograph or photographs, forwarded to the State Superintendent of Public Instruction before October 1, 1902. They will then be referred to a committee for examination, and, upon the report of the committee, will be determined what districts are to receive the prizes.

Announcement of the award of prizes will be made through the public press, and prizes will be forwarded promptly to those entitled to receive them.

In this connection it is recommended that teachers invite pupils to present for exhibition in their several schools, drawings of school grounds, with suggestions as to how they may be improved or beautified. If possible, let local prizes be offered for best efforts in this direction.

In 1901 only eleven school districts among 11,000 in the state competed for the Wadsworth prize.

The first prize of \$100 was awarded to School District No. 15, town of Hempstead, Nassau County, and the second prize of \$50 to the Broad Street School of Plattsburgh.

The committee appointed by the State Superintendent to make the awards was Dr. William J. Milne, President of the State Normal College, Albany; Prof. Henry P. Warren, Principal Boys' Academy, Albany, and William S. Egerton, Superintendent of Parks, Albany.

#### FOR GREATEST IMPROVEMENT

Through the courtesy and liberality of The Perry Mason Company, of Boston, publishers of the *Youth's Companion*, the State Superintendent of Public Instruction is authorized to offer twenty American flags, each six by nine feet, made of the

best quality of bunting, as prizes for the twenty schools of our state which shall show the greatest improvement in school grounds during the year beginning May 1, 1902.

As soon as practicable in the spring, every school district entering this competition should place in the hands of the school commissioner a photograph showing existing conditions. In the fall, before the frosts appear, another photograph should be taken, and the two photographs submitted by the school commissioner to the State Superintendent of Public Instruction who will appoint judges. Each photograph must have the indorsement of the school commissioner, and must show the number of the school district and name of trustee, with post-office address, dates, explanations, etc.

### IMPORTANT SCHOOL LEGISLATION

The Fowler bill is the principal measure affecting the common schools that will become a law. This bill, as our readers know, provides for a changed basis of apportionment of public school moneys, and that \$250,000 be added to the public school fund. The new system provides that districts having an assessed valuation of \$40,000 or less shall receive a quota of \$150 for the first teacher employed therein and \$100 for each additional teacher; and that districts having an assessed valuation of more than \$40,000 shall receive a quota of \$125 for the first teacher and \$100 for each additional teacher employed therein. This is a measure that will render aid to weak rural districts, where aid is most needed.

There will be much disappointment among friends of the common school that the Merritt bill was so amended that it will apply to St. Lawrence County only. This bill, as originally drafted, provided for a uniform tax-rate for the support of the public schools, wherever a township voted to establish such uniform rate. It also provided that tuition in all schools of that township be free, thus giving an opportunity for all comers to secure a free high school education. It also gave the town board of such township, with the consent of the school commissioner, authority to consolidate small districts, and to provide for the transportation and maintenance of pupils in any common school district of such town. What objection or valid excuse any member of the legislature could have had for denying local option in a matter that effected the local township alone, is not apparent. The working of this law in St. Lawrence County will be watched with interest, and we trust that it will so advance the school interests of that county that it will eventually secure a township system in this state.

A bill providing for the consolidation of the different districts of the city of Kingston and the establishment of one city system of schools has had much opposition. It was opposed by the common council and mayor of that city, but will likely become a law.

The Coon bill, effecting the second-class cities of Albany and Troy, provides that the present boards of education of these cities be abolished. In the place of the same, boards of three members will be appointed by the mayor. This bill will probably be signed by the Governor.

# For Nervousness Horsford's Acid Phosphato

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American Book Company

**BALDWIN'S CONQUEST OF THE OLD NORTHWEST**, by James Baldwin, author of "The Discovery of the Old Northwest," "Baldwin's Readers," "The Story of Roland," "Old Greek Stories," etc. American Book Company, New York.

Those of our readers who have read Baldwin's "Discoveries of the Old Northwest," will welcome this sequel to it. There cannot be too many books of American history written in the style in which this one is written, for the author here deals authentically with a phase of our history, in a narrative as intensely interesting as a novel. The boy or girl who learns history in this manner is not likely soon to forget it. It is a book that should be in every school library, if not used in the classroom.

**LESSONS IN PHYSICAL GEOGRAPHY**, by Charles R. Dryer, M. A., F. G. S. A., Professor of Geography, Indiana State Normal School. American Book Company, New York.

The author has succeeded in covering the subject of physical geography completely; but in language freed from technical terms and complex statements. His style is simple and direct, and he presents the subject so well that the pupil ordinarily cannot fail to comprehend it. The work is well illustrated, and the arrangement of topics and typographical appearance will aid materially in the study of

the subject. The teacher contemplating forming a class in this subject will do well to examine this book.

**PRACTICAL EXERCISES ON THE LATIN VERB**, by Katherine Campbell Reiley, Teacher of Latin, Brooklyn Heights Seminary. American Book Company, New York.

These blanks for exercises on the Latin Verb have been prepared to economize the time of both teacher and pupil, and to present the verb in such a way that its acquisition will be both easy and permanent. They have grown out of the practical needs of the class room after long experience, and may be used in connection with any beginner's manual or lessons.

Ginn & Company

**MEIERS' HERBARIUM AND PLANT DESCRIPTION**. Ginn & Company, Boston. A practical device for mounting botanical specimens and recording the analysis of the same.

**ELEMENTS AND NOTATION OF MUSIC**, by John M. McLoughlin. Ginn & Company, Boston.

Many teachers, while they may possess some skill in singing, and a fair ability to read by sight, do not have sufficient knowledge of terms and characters used to successfully teach the subject. This little book will be very helpful in giving definitions and explanations of such terms and characters.

D. C. Heath & Company

**ZRINY**, by Theodore Korner, with introduction and notes by Franklin J. Hulzwarth, Ph. D. D. C. Heath & Company, Boston.

**NIELS MIT DER OFFENEN HAND**, by Paul Heyze, with introduction and notes by Edward S. Joynes. D. C. Heath & Company, Boston.

## BOOKS RECEIVED

**MOSER'S DER BIBLIOTHEKAR**, edited, with notes and vocabulary, by William A. Cooper, A. M., Assistant Professor of German in the Leland Stanford Junior University. American Book Company, New York.

**DAUDET'S TARTARIN DE TARASCON**, edited, with notes and vocabulary, by C. Fontaine B. es L., L. en D., DeWitt Clinton High School, New York City; late Director of Romance Language Instruction in the High Schools of Washington, D. C. American Book Company, New York.

**COURS COMPLET DE LANGUE FRANCAISE**, by Maxime Ingres, University of Chicago Press.

**SMITH'S ELEMENTARY CALCULUS**, by Percy F. Smith, Ph. D., Professor of Mathematics in the Sheffield Scientific School of Yale University. American Book Company, New York.

**TWELFTH NIGHT**, edited by Richard Grant White, and **A DOG OF FLANDERS**, by Louise de la Rame, paper binding. Houghton, Mifflin & Company, Boston.

**HEYSE'S UNTERN BRÜDERN**, edited by Emil Keppeler. Silver, Burdett & Company, New York.

**FRANCE'S MONSIEUR BERGERET**, edited by F. H. Dike. Silver, Burdett & Company, New York City.

#### HOW OLD IS CHINA?

China's antiquity is a part of its colossal proportions. Their early writers record a mythological history covering tens of thousands of years, but this period ends with the establishment of the capital of the empire at Kai-Fung-Fu in the 31st century B. C. Her legendary history extends from this time to 2205 B. C., at which time it may be said China's real history begins. The ancient history of China extends from 2205 B. C. to 298 B. C. Her mediæval history begins there and extends to the time of the Mongol conquest in 1215 A. D. With the founding of the Mongol dynasty, China's modern history begins. The Mongols were driven out by the Mings in

1368 A. D. The Mings were the last native dynasty that ruled over China, and their control lasted from 1368 to 1644. Under the title of the Ta Tsing (the Great Pure) Dynasty, the Manchus have ruled China since A. D. 1644—*From No. 28 of the New York Central's "Four Track Series."*

No. 28 of the "Four Track Series" will be sent free, postpaid, to any address, on receipt of five cents in postage, by George H. Daniels, General Passenger Agent, New York Central, Grand Central Station, New York.

#### "THE FOUR TRACK NEWS"

Among railroad men there are none who have a firmer hold on the affections of the traveling public than George H. Daniels, general passenger agent of the New York Central & Hudson River Ry. He has gained this, not only by his genial personality, that has served to make himself and his railroad popular, but by a system of advertising, entirely original and unique.

Not all who are reading New York Central advertising with so much interest—reading it without discovering that they have been reading advertising at all—have discovered just what are his methods. It is quite evident, however, that he has attracted their attention and held their interest by the simple means of converting what is often dull advertising into good and valuable literature that claims attention for its own worth. The "Four Track

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We are privileged to run this month electro-types, kindly loaned us by Mr. Daniels, taken from the columns of the *Four Track News*. They will help illustrate the valuable features of the publication.

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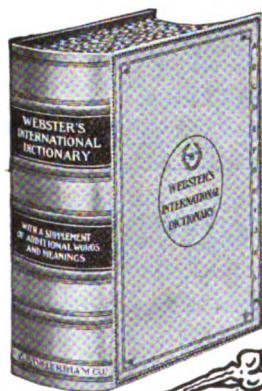
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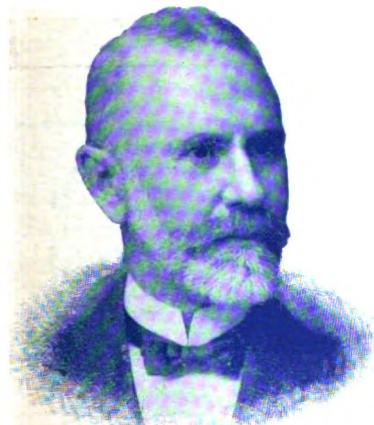
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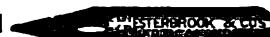
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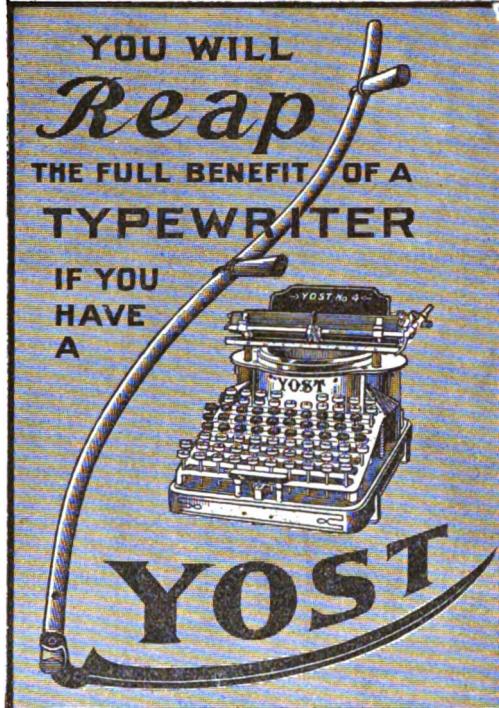
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# American Education

FROM KINDERGARTEN TO COLLEGE

VOL. V

MAY, 1902

No. 9

## SCHOOL SURROUNDINGS

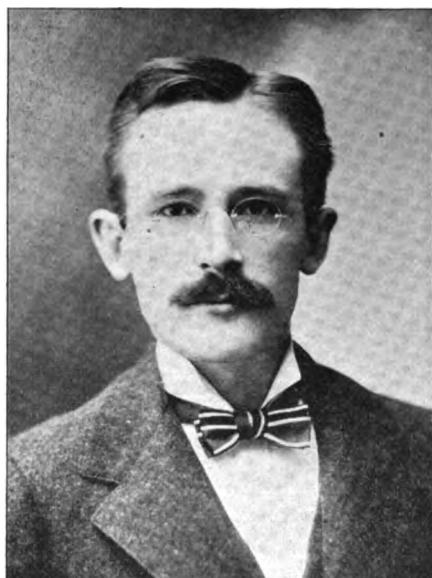
SUPERINTENDENT A. W. ABRAMS, ILION, N. Y.

TRUE education enables the individual to realize the highest aims of actual life. A completely educated person lives in touch with all the forces around him. He displays common sense in the affairs of daily life, but he is not a stranger to those emotions that belong to a higher, spiritual nature. Is there an education that not only enlarges the intellect, but also broadens the sympathies, and enriches character? Then we want more of it in every walk of life and the school should be a factor in its production.

Through all the past, men have been searching for three things: the good, the true, and the beautiful. Look the world over, and you find its great names and great events associated with these ideals. These have been the impelling and abiding forces in human society. The Spartan gave himself up to war and physical endurance, while the ideal of the Athenian was grace and beauty in physical form, in speech, and in plastic art. While around the Acropolis grew a spirit of the artistic that still influences the world, the Doric city is but a name.

The school has an important work to do in developing appreciation of the æsthetic; and the present disposition to beautify the surroundings of the school is one that must have marked culture value. That a decided change is taking place in the attitude of com-

munities toward the subject of art instruction, is evidenced by the genesis of school work in drawing. But a few years ago, in most schools, it was not an easy thing to introduce even elementary work of this sort. Boards of education hesitated to use public funds for this purpose, and parents preferred to have their children study subjects they considered more useful. To-day, not only has the character of the work in drawing changed greatly, tend-



SUPERINTENDENT A. W. ABRAMS

ing much more toward an emphasis of the artistic, but we commonly hear people speak of the art teacher and of the art department of the school. It may be fairly assumed that the æsthetic is coming to have a recognized and secure place in the public school curriculum.

But we cannot teach the child to love and appreciate the beautiful unless he is brought

into contact with it. Culture comes largely from environment. It is of the greatest importance, therefore, that the school surroundings be attractive and present correct ideals of taste. Thus unconsciously day by day the child forms a standard of æsthetic judgment that abides with him through life.

What shall enter into school room decorations is a large question, and one that each school must answer for itself. In erecting a new building, excellent results can be easily secured, and usually at very little additional expense. With an old building, constructed without reference to appearance, the problem is more difficult. Yet if there are those who know what is best in art, and who have a good sense of space and color relations, to work out some ideal, how completely may even such a building be transformed! Where only a little can be done at a time, it is still important that there be a clear conception of what is finally to be attained, and that each step taken shall contribute toward the realization of this idea. often a beginning is to be made by discarding that which is inartistic and by making a better arrangement of what remains.

Various means may be employed for securing the pictures, casts and vases needed to produce more attractive school rooms; but the exhibitions of pictures that have been so extensively given throughout this state and elsewhere, have the two advantages of not interrupting in the least the regular work of the school and of interesting the whole community in school room decoration.

But the decorations may be of such a character as to defeat the end in view. They must not become obtrusive and draw too much attention to themselves. The school room should not be a fairy-garden. Too often every available space is filled. There are pictures of all kinds; some framed, but more unframed. These are tacked upon the wall, strung in rows above the black-board, and suspended upon wires stretched between the windows. Evergreens, dried

grasses, flowers, flags, and curios are in corners, upon shelves and tables, and even in windows where they shut out much needed light. And all this is called beautiful! But such are not the conditions most likely to secure good order and quiet, thoughtful work, to say nothing of securing an appreciation of art.

On the other hand, the effect of order, harmony, and repose in the furnishings of the school is seen at once in discipline. The poise of students improves, the step lightens, and all disposition to scuffle disappears. In short, the child, like the man, promptly manifests a tendency to put himself in harmony with his environment. If you are having disturbances in the hall, place a piece of statuary there, and the boys will soften their manners.

It is pleasant to be able to show visitors fine rooms, but our first concern, in respect to art, should be to create in the child a higher appreciation of the beautiful than he already possesses. The decoration of the school must be made subordinate to the purpose of cultivating in the child a sense of beauty and appropriateness. It should never become an end in itself.

In carrying out this purpose, even look beyond the school room to the school yard. Ample grounds for play are important, but they should not extend to the front door step. A greensward and some shrubbery soften the harsher lines of the building. The effect of the whole should be that of a picture with liberal foreground and with proper grouping of details. The school grounds are public property and especially subject to public gaze. As such, their condition should disclose careful attention and an exercise of good taste.

A cultivation of the sense of the beautiful is not inconsistent with the pursuit of the practical activities of life. Art has persisted throughout the centuries, a dominant factor in man's development. It is an important function of the school to give pupils, through more æsthetic surroundings, the

ability to recognize and to love the beautiful. Incidentally, the discipline of the school is made vastly easier and more wholesome by

the development in the pupil of an appreciation of the fitness of things as presented to him in his environment.

### A BIT OF WELLS ISLAND GEOGRAPHY

PROFESSOR AMOS W. FARNHAM, STATE NORMAL SCHOOL, OSWEGO, N. Y.

ON Wells Island, one of the far famed Thousand Island group, is a remarkable rock formation that tells the story of its origin and development in a most interesting manner. As one approaches it he becomes conscious of the presence of an old shore line marked by a retreating slope of rounded stones having an average diameter of six inches. These stones are strongly cemented into a mass as unyielding as the ordinary sandstones. The cementing agent is silica. Among the sands that fill the spaces between the stones are occasional quartz crystals.

This old shore surrounds an area approximating ten acres. It varies in height from one to six feet.

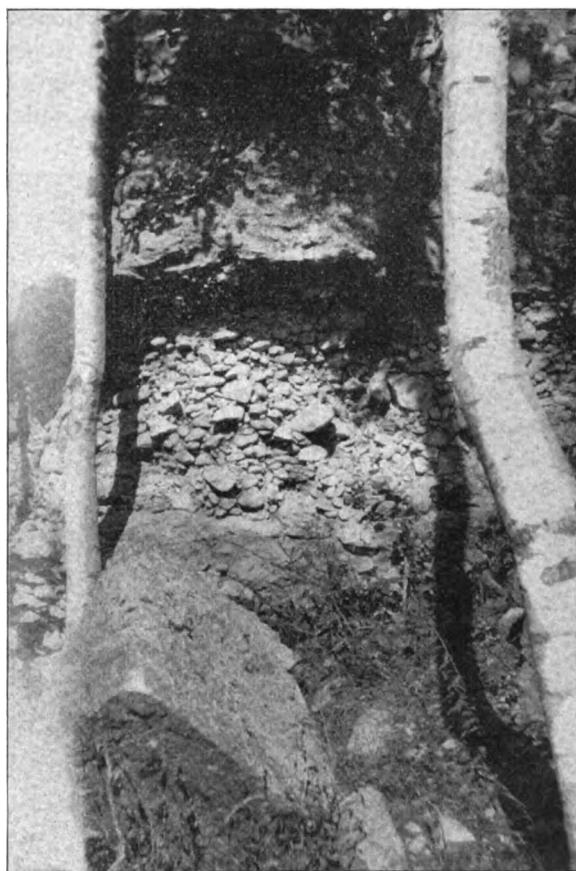
Resting on this shore formation and covering much of its inclosed area is a sedimentary sandstone, varying in thickness at the shoreline from a few inches to six feet. This sandstone floor is slightly inclined, so that it slopes upward very generally towards the south.

The southeast portion is the highest portion of this old shore. Here the formation already described is duplicated. At the base is a well defined shore from one to two feet high, superimposed by sedimentary sandstone about four feet thick; then another shore formation about four feet high on which rests a comparatively fine textured sandstone, from four to six feet thick.

Much of the exposed surface of this inclosed area shows glacial scratches, deepest where latest denuded.

The vegetation of this old land form is scant, indicating a depth of soil insufficient to hold moisture necessary for a liberal plant growth. But the presence of many

red cedar stumps, two feet in diameter, shows that, some time in the past, it was well covered with rock waste. Since then, however, through the agency of storm



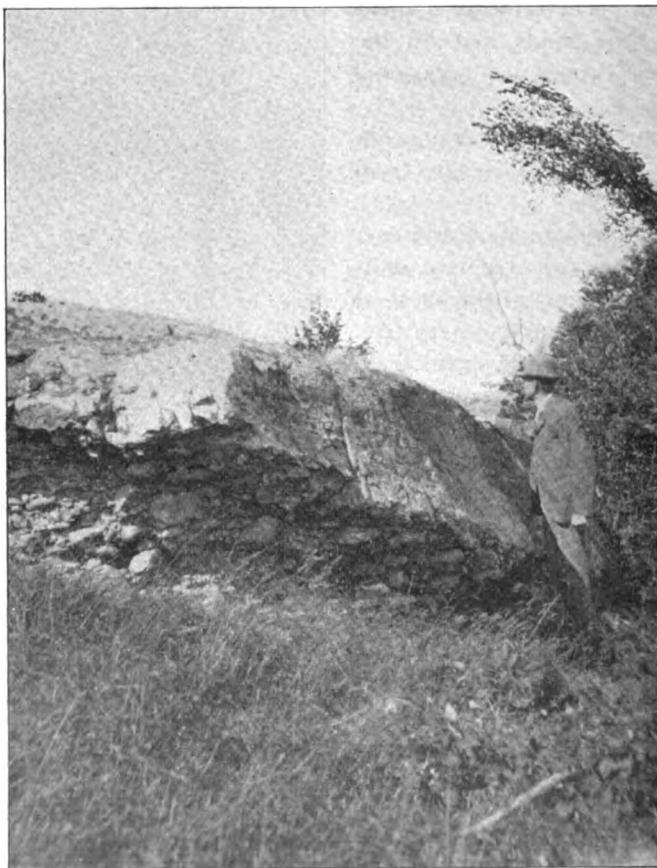
[At the base is a well defined shore from one to two feet high (which was too deeply shaded to be photographed), superimposed by sedimentary sandstone about four feet thick; then another shore formation about four feet high on which rests a comparatively fine textured sandstone, from four to six feet thick, whose upper surface shows glacial scratches. The large white birches in the foreground give some idea of the height of the rocks.]

waters, the rock waste has partially buried the lower portions of the shore and filled the old bed.

The land bordering this "island" is strewn with stones weathered from the old shore, those farthest away, being more or less covered by the slowly forming turf. Weather erosion has undermined the overlying sandstone which yielding to the pull of gravity has broken off in huge blocks and fallen to the ground. This process of weathering has caused the old shore to retreat one or more rods throughout its length. From this "island" the land slopes gently in all directions, the northern slope being the longest, perhaps a mile in length, the southern the shortest, about twenty rods

in length. Small areas of the surrounding "meadow" are swampy (observed in August, 1901), and here and there may be seen a boulder of transportation.

The story then that these rocks tell is this: In some remote age, here was an island with a shore covered to a considerable depth with loose stones. These by means of wave motion were worn and rounded as we find them to-day. Then the island was submerged. During its submergence, these stones were solidified and superimposed by strata of sand which also became solidified. In time the earth forces acted in an opposite direction and the submerged island was raised above the surface of the water. Then the continental glacier



[Stratified sandstone bearing glacial scratches, superimposed on an old consolidated shore of stones rounded by wave motion.]

in its course moved over it and scratched and grooved its surface. When the glacier retreated it left a quantity of rock waste which later supported a growth of forest trees. The rock waste also covered the glacial markings, and preserved them from the elements until the present time. But the elements have worked on the rock waste removing it grain by grain, denuding the rock floor, and revealing the lines of history that were written during the far-away age of ice.

**NOTE.**—This land form is close to the highway which extends from Thousand Island Park to Westminster Park. It borders the grounds of General John B. Van Patten's summer cottage. The illustrations for this article were made from photographs taken by Mr. O. J. Parker, of Pittsburg, Pa., who kindly favored the writer with several snap shots.

#### THE YELLOW VIOLET

When beechen buds begin to swell,  
And woods the blue-bird's warble know,  
The yellow violet's modest bell  
Peeps from the last year's leaves below.

Ere russet fields their green resume.  
Sweet flower, I love, in forest bare,  
To meet thee, when thy faint perfume  
Alone is in the virgin air.

Of all her train, the hands of Spring  
First plant thee in the watery mould,  
And I have seen thee blossoming  
Beside the snow-bank's edges cold.

Thy parent sun, who bade thee view,  
Pale skies, and chilling moisture sip,  
Has bathed thee in his own bright hue,  
And streaked with jet thy glowing lip.

Yet slight thy form, and low thy seat,  
And earthward bent thy gentle eye,  
Unapt the passing view to meet,  
When loftier flowers are flaunting high.

Oft, in the sunless April day,  
Thy early smile has stayed my walk;  
But midst the gorgeous blooms of May,  
I passed thee on thy humble stalk.

So they, who climb to wealth, forget  
The friends in darker fortunes tried.  
I copied them—but I regret  
That I should ape the ways of pride.

And when again the genial hour  
Awakes the painted tribes of light,  
I'll not o'erlook the modest flower  
That made the woods of April bright.

—William Cullen Bryant.

#### THE OLD HOMESTEAD SPRING



From The Progressive Course in Reading, Fourth Book,  
published by BUTLER; SHELDON & COMPANY.

## School Men of the Hour

JACQUES W. REDWAY, F. R. G. S.

(For portrait see front cover)

**A**S a writer of text-books in geographic science, Jacques W. Redway has rendered distinguished service to the cause of education. There are few, if any, school geographies that have had a wider sale or have been more generally endorsed. As a lecturer on geography and political economy on the Institute staff of this state he has added yet to his reputation. In general literature and as a public lecturer he has shown how wide and varied is his information in all matters pertaining to educational work. It is said of him that he has traveled, in his lecture work alone, a distance of more than six times around the world.

His service in a research concerning the first landing place of Columbus won him a fellowship in the Royal Geographical Society, an honor worthy of especial mention.

The life of Jacques W. Redway has been eventful. The story of it is one of absorbing interest. He is a native of the state of Tennessee, and was born on a slave plantation. The Civil War robbed him of his father and two brothers; and his mother and sister died shortly after. It robbed him, too, of the family property.

He was placed in the home of a friend of the family, but ran away. We hear of him next in Chicago, where he found employment on a morning newspaper. Spare moments were spent in studying medicine. The course was not completed, for he decided to cross the plains, which he did on horseback. As a scout and mail-rider in a section of the then new West that was wild and dangerous and infested by bloodthirsty Snake Indians, he got a taste of the most strenuous phase of western life.

Next he turned his attention to mining, and for eleven years was a mining engineer. He followed this employment in several

states of the Pacific coast, and thus acquired a knowledge of the country that was of valuable service in his later work. Failing health compelled him to give up a life so rugged, and he turned his attention to study.

He followed a course in the University of California, and was afterward an instructor there and in the California State Normal School. For the past sixteen years he has lived in the east. He has spent much time, however, in travel in South America, Europe and Africa.

As shown by his portrait, he is a man of strong personality—a clear-cut, rugged, ambitious American. The past few years of his life have been crowded with accomplishment in the field of literature. He has recently published a text-book in physical geography and a volume on the new basis of geography for general reading. A story-history of New York and a commercial geography are his more recent productions. And there is much evidence that he does not yet contemplate laying down his pen.

---

### JOHN C. BLISS

INSPECTOR OF TRAINING SCHOOLS AND CLASSES

**A**MONG the important problems that have come before the school officials of New York State to be solved has been that of supplying the rural schools with professionally trained teachers. The salaries paid in such districts are often so small that the Normal School graduate can not afford to teach these schools for the wages offered. Hence the one into whose hands the district school has been often given had no preparation for his work, excepting a fair knowledge of the subjects taught.

The state has solved the problem to a fair degree by establishing training classes for teachers, in connection with local high

schools. There are now upwards of one hundred such classes, with an enrollment of upwards of one and one-half thousand prospective teachers. As a result of this method, the rural schools have been supplied with better teachers, and the work done in them has been much more efficient.



JOHN C. BLISS

Training schools and training classes in connection with city systems of schools are other features of the great interest the state is taking in this important matter of providing efficient professionally trained teachers in all its schools. The qualifications for entrance to these schools, that the pupil should be a graduate of a high school, insures adequate scholarship. The system of instruction is more elaborate, and the graduate of the city training class or school is prepared by a thorough course in professional subjects and by an experience in actual teaching.

That this work may be intelligently and thoroughly done, in compliance with the best methods, the State Department employs a corps of inspectors, whose duty it is to visit these schools and classes and carefully

observe the work being done. This seems to us to be the most difficult work that can be given to a school official—to make inspection of classroom work, that must for lack of time given and lack of acquaintance with the members of the class and teacher be but limited, and be able to pass such judgment upon the same as will be just to the school and valuable to the state. Such work requires experience in the schoolroom; a keen insight into methods employed and such judicial discrimination as will enable the inspector to know whether the methods employed will bring the best results.

One of these inspectors is John C. Bliss, who has gained the confidence of those interested in this phase of educational work. He is a young man, but his knowledge of professional work is not measured by his years.

John C. Bliss was born in Ovid, N. Y., in April, 1868, and was prepared for college in that village. In 1885 he entered Cornell University, and pursued the classical course. While in college he elected special work in pedagogics, and in other ways prepared himself for the teaching profession. After graduation in 1889 he passed two years in private school work and in 1891 became vice-principal of the Gouverneur high school. In 1893 he was elected superintendent of schools of Gouverneur and held that position until he became connected with the Department of Public Instruction in February, 1900.

---

Be noble! and the nobleness that lies  
In other men, sleeping, but never dead.  
Will rise in majesty to meet thine own;  
Then wilt thou see it gleam in many eyes,  
Then will light around thy path be shed,  
And thou wilt never more be sad and lone.  
—James Russell Lowell.

---

BE what you wish others to become. Let yourself and not your words preach for you.—*Selected.*

## The Best to be Found

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### Articles from Educational Journals Summarized

THE riches of a commonwealth  
Are free, strong minds and hearts of health.  
And more to her than gold or grain,  
The skilful hand and cultured brain.

—Whittier.

---

THE great man is he who does not lose  
the child heart.—*Mencins.*

---

WE all know people whose manner alone  
wins for them scores of friends.—*Sarah Arnold.*

---

You can never truly appreciate the past  
till you put yourself into the problems of  
the present.—*Francis W. Parker.*

---

THE successful teacher is not the one that  
never makes a mistake, but the one that  
never makes the same mistake twice.—*Florida School Exponent.*

---

IN the last analysis of criminology it  
will be found that the germs of all sin  
are ignorance, perverted desire, and  
impotence of will.—*Educational Exchange.*

---

THE latter part of a wise man's life is  
taken up in curing the follies, prejudices  
and false opinions that he had contracted  
in the former.—*Selected.*

---

NOTHING can work me damage, except  
myself; the harm that I sustain, I carry  
about with me, and never am a real  
sufferer but by my own faults.—*St. Bernard.*

---

THE school houses should be as attractive,  
inside and out, as the best home in the  
community. If they are the children will  
always remember them with pleasure.—  
*Missouri School Journal.*

EVERY man must patiently bide his time.  
He must wait—not in listless idleness—but  
in constant, steady, cheerful endeavors, al-  
ways willing, and fulfilling and accomplit-  
ing his task, that when occasion comes, he  
may be equal to the occasion.—*Longfellow.*

---

A GOOD teacher no more thinks of meet-  
ing his classes without his daily preparation  
than a distinguished lawyer or clergyman  
would think of managing a case before  
court and jury, or preaching a sermon, with-  
out special reading and forethought.—*Hor-  
ace Mann.*

---

A good plan to secure good expression  
in the reading classes is to have frequent  
reviews of the easy lessons allowing each  
child to select and read one entire lesson.  
Caution the children to select the shorter  
lessons or if very anxious to read a long  
one, have it read by two children, each read-  
ing half the lesson.—*Progressive Teacher.*

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WITH every green tree that surrounds us  
with its leafage, with every shrub on the  
roadside where we walk, with every grass-  
blade that bends to the breeze in the field  
through which we pass, we have a natural  
relationship; they are our true compatriots.  
The birds that leap from twig to twig in our  
gardens, that sing in bowers, are part of  
ourselves.—*Goethe.*

---

How shall I write of my mother? She is  
so near to me that it almost seems indelicate  
to speak of her. We never dream of com-  
paring our mother to another; it is enough  
that she is our mother—the being in whose  
beneficent tenderness is security and joy.  
To describe her would be like attempting  
to put into words the fragrance of a flower  
or the smile on a beloved face.—*Helen Kel-  
ler in Ladies' Home Journal.*

THE hallway or entering room of a school building is more important than some of us have appreciated. It is a great misfortune to have the hall into which the child comes from out of doors the cloak, overshoes and umbrella room. The front hall of the modern house, which is a charming reception room, ought to be the schoolhouse ideal.—*American Primary Teacher.*

THE public school is the place to which we should turn chief attention in our effort to promote a more beautiful public life in America. The schoolhouse and the school grounds should be beautiful, and the child should be surrounded by beauty in the schoolroom from first to last. Trained in the habit of seeing beauty and knowing it, he will come instinctively to hate ugliness in the house and in the street, as he goes out in life.—*Journal of Education.*

ANY method that is productive of good results is a good method. The only true standard of measure for every educational device, method and system, and also for the teacher, is that old standard, "By their fruits ye shall know them." The difficulty, however, lies in the fact that the test cannot be applied until years after the work is done, until the boys and girls become men and women, and in the meantime many a worthless fad, method and teacher flourish.—*The Ohio Teacher.*

A HALF million of men and women who are teaching American youth in the American schools and colleges, public and private, are, on the whole, the most compact and potent force for truth and righteousness in American life. Scores of educational journals, weekly, monthly and quarterly, are rendering superb service in promoting a community of professional interest, as well as making large and vital the work of each teacher.—*Charles F. Thwing.*

IT is one of the very best indications of a good teacher when we hear of many of his pupils going on and taking a course at some college. That teacher who leaves his pupils in a state of mind that they think they are educated when they have only gone through the eight grades of the common school is certainly lacking in one of the many essentials—inspiration. No matter what else the child gets from the common school course he should leave that course with a strong appetite for further knowledge.—*American Journal of Education.*

CONSIDERABLY more than half of the pupils in our public schools receive their instruction in rural schools. A large proportion of those who attend these schools never enter a high school or college. In fact many fail to complete even the common school course. If the stability of a free government depends upon the education of the people, it is of the greatest importance that our rural schools—the schools wherein most of our future voters and legislators are being trained—should attain the highest possible state of efficiency.—*School Education.*

IF manual training has for its end simply the mastery of tool it has no claim to a place in the curriculum of the public school. The mere mechanics of a trade can be learned with far less expenditure of time and money in a shop than in a school room. A community that entertains this purely utilitarian conception of manual training, and that attempts to teach it with that end in view, ought certainly to abandon the undertaking; it is a waste of the pupil's time and the community's money. A carpenter can instruct a boy in the use of tools better than an expensive manual training teacher can.—*M. V. O'Shea in World Review.*

THE teacher should always remember that good ventilation is one of the most essential requisites of good teaching. It often discloses the true cause of that

dull, listless, inattentive condition so prevalent in crowded school-rooms. It explains why children are unable to attend school at all, or become unwell soon after entering. It explains why teaching has acquired, and justly, too, the reputation of being unhealthy; it explains why children that are amiable at home are mischievous in school, and why those that are troublesome at home, are classed as "incorrigibles" at school.

—*Pennsylvania School Journal.*

GENIUS unexerted is no more genius than a bushel of acorns in a forest of oaks. There may be epics in men's brains, just as there are oaks in the acorns, but the tree and the book must come out before we can measure them. How many men would fain go to bed dunces and wake up Solomons? You reap what you have sown. Those who sow dunce seed, vice seed, laziness seed, usually get a crop. They that sow wind, reap a whirlwind. A man of mere "capacity" undeveloped, is only an organized day-dream, with a skin on it. A flint and a genius that will not strike fire are no better than wet junk-wood.—*R. W. Emerson.*

If the room is still too hot when properly ventilated shut off the steam in the radiator.

The temperature should not be less than 65° nor more than 70°.

At intermissions ventilate the room thoroughly.

The windows should always be opened on the side opposite to that from which the wind comes.

Currents of air in the room may be studied by making a smudge of smoke and watching it circulate. They may be studied but not so well by a candle.

There are no simple devices for measuring the quantity of impurities in the air of the school room. The lime water test reveals the presence of CO<sub>2</sub> and therefore of poisonous organic material.

Do not permit children to remain in drafts. When a room gets idle and noisy, and the children fidget, and become dull and stupid, turn attention to the supply of fresh air.—*School News.*

1. FIRST efforts at writing should be in large characters. Children don't see all the short curves in small letters.

2. Pupils should see the letters made before attempting to make them. The movements in writing are as important as the form.

3. Drawing and writing are very different things. Some persons who write poorly draw beautiful letters. Drawing letters is John Brown's mule going lumbering along the road; writing is a racer trotting a mile in 2.10. The gaits are different.

4. Let pupils use pen and pencils.

5. One line for writing is enough. To require pupils to write between two lines, or more, only adds to the difficulty.

6. Until a handwriting is well formed thoughtless and careless writing should not be permitted at any time; after that it will not be indulged in.

7. If you can so interest a pupil in writing that he will practice writing when out of school, you have made a fair writer of him already.—*R. L. Himes, in Louisiana School Review.*

UNDER the head of "Mother's Meetings" in the *Ladies' Home Journal* was the following contribution from Hon. Charles R. Skinner, state superintendent of the department of public instruction: "More and more there is a tendency to overcrowd courses of study. This tendency is not confined to schools of a particular class, but is, perhaps, more marked in the higher grades. Our schools are evidently trying to cover too much ground within a specified time. Our children are being hurried forward too rapidly. This policy certainly tends toward superficiality. We are pay-

ing too little attention to a well-grounded preparation in what are usually denominated as essential or fundamental branches. Our children are hurrying too fast from one grade to another, from one subject to another, without mastering the successive steps by which they expect to rise. There is danger of our becoming a nation of poor spellers, readers and writers. Arithmetic, geography and grammar are thrown aside too early after insufficient study, and pupils are hurried through essential subjects to give more time for experiments and fads. We are not teaching our pupils thoroughness. They rush through their terms and often graduate too young; more often carelessly educated, if we can really say they are educated at all."

"You cannot comprehend," said Professor B. Fogg, "that since 2 plus 2 equals four, therefore 2 plus 4 equals 6. I will elucidate. You perceive that numerals are not entities, but representative of concepts."

"Yes," said the child, doubtfully.

"But if the aggregate of two entities plus 2 is assumed to constitute 4, and is represented by that sign, similar signs may be adopted for the superimposed concepts of two representatives more, which is 6. Is that satisfactory?"

The child said: "I don't understand; and my papa says 4 and 2 is 42."

Said Dr. Tucker: "You have no mental vision, child; you are incapable of perception."

"Now, let me explain," put in the practical man; "6 minus 4 equals 2, doesn't it? Now that is equivalent to saying that 2 plus 4 equals 6; if we transpose the minus sign, changing it to plus, we have 6 equals 2 plus 4. Isn't that clear?"

The child began to cry.

"Well, maybe it was only 2," sobbed the child. "I saw it on a sign."

"The trouble is," said the practical man, "that the pupil doesn't want to understand."

Just then an ignorant man came in.

"Here, little one," said he, "there's three pair of dice; now count them up. How many can you make?"

"Why, six," said the child.—*Bolton Hall in Life.*

Two boys had sat down together to work out some problems in algebra. One of them had been busy with his pencil a full minute when he noticed his companion sitting with folded arms and knitted brows.

"What is the matter?" he exclaimed. "Why don't you begin?"

"I'm finding out how to begin," returned the other quietly, and he went on thinking. The first speaker covered a page of foolscap with figures, found himself in a labyrinth from which there seemed no escape, and, looking back over the statement of the problem, discovered a mistake in the first equation. Long before this, however, his companion had worked the problem through and reached the correct result. He had not wasted time, because he had looked at all sides of the question before he began.

A great many of our young folks overestimate the importance of haste. They carry too heavy work in school in order that they may graduate a year earlier. They skim through their library books that they may return them and take out others. They settle important questions on the impulse of the moment, because they have not learned that there is real economy in taking time to see all sides before making a decision.

Now and then we meet people who toss up a penny to save themselves the trouble of making up their minds. But even this is hardly more foolish than it is to follow blindly the first impulse that comes into our heads. To act without stopping to think is the poorest economy in the world. Nobody wastes time so hopelessly as the person who decides without deliberation, who because of this wrong beginning follows the wrong path and finally is forced to retrace

his steps and start again. A little hard thinking before we begin to act would save us not only much precious time, but many a heartache as well.—*Commonwealth*.

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THE superintendent of schools should set the standard of intellectual ardor for his teachers; he should be a distinct and vital influence for higher ideals, for unflagging zeal in the pursuit of those ideals; this enthusiasm should be of that carrying quality which communicates itself. He should be a man of liberal education; if not a scholar (in the scholar's use of the term,) he should be at least a diligent student, and the scholarship will come when time places upon his head what scriptures declare is a crown of glory.

He should know and love books; and yet know that one real teacher is worth much more than tons of text-books. He should know the trend and the drift of what is called theory of modern education or pedagogics. He should know and work out for himself the first principles of education. He

should be an original investigator of principles and methods. He should learn what Pestalozzi, Herbert, Froebel, Spencer and Sir James Sully can teach him, and then be his own man and nobody's copyist.

He ought to know that, stripped of its technical vocabulary and somewhat pompous phrasing, "scientific" education is simply a return to the simplicity of teaching; a return to the etymological meaning of the word "education." He should work out for himself the difference between the old scholastic theory that education is a memorizing, a pouring in of facts, statistics, tables, and the modern and yet very old theory that education is both a drawing out and a feeding in, a development.

He should have experimental as well theoretical knowledge of psychology. Although not a specialist, he should possess sufficient intelligence to detect poor work or to appreciate good work on any subject. But above all else, his intellectual personality should be of that quality to inspire the great body of teachers to finer work, and to be more exacting.—*Teacher and Student*.



FLAG DAY AT THE SCHOOL

Courtesy of Youth's Companion.

# For the School Room

## VOCAL MUSIC LESSONS—No. 7

EDWARD FUTTERER, SUPERVISOR OF MUSIC, PUBLIC SCHOOLS, ALBANY, N. Y.

### TEACHING OF SONGS

If the teacher find it difficult to teach songs, by using the following plan she will find it comparatively easy.

If the pupils have song books, ask them to look at the notes of the song you are about to teach, while you dictate to them the intervals, the pupils singing the same, viz., should the song read



First. 5, 6, 5, 3, 8, 7, 6, 5, 4.

Second. La, la, la, la, la, la, la, la, la.

Third. Sol, la, sol, mi, do, si, la, sol, fa.

Fourth. Loo, loo, loo, loo, loo, loo, loo, loo, loo.

Fifth. To Thee, Father; cheerful thanks I pay,

Sixth. To Thee, Father, cheerful thanks I pay, etc.

First. Dictate 5, 6, 5, 3, 8, 7, 6, 5, 4, etc.

Second. Scan the notes of the whole song on the same pitch with La, in time.

Third. Sing the song, using syllables.

Fourth. Vocalize it with vowels, Loo, or la.

Fifth. Scan the words in time.

Sixth. Sing the words, and the song is complete.

Then call upon some pupil to analyze the same by naming the key, the place of one, the number of sharps and flats, kind of notes, etc.

In teaching a two part song, always teach the lower part first. Should the class number about thirty, have about twenty sing the lower part.

### PLAN FOR FINDING THE KEY NOTE IN EACH KEY

To find one in the key of C, sing one, call it do.

To find one in the key of D, sing to two (re), call it do.

To find one in the key of E, sing to three (mi), call it do.

To find one in the key of F, sing to four (fa), call it do.

To find one in the key of G, sing to five (sol), call it do.

To find one in the key of A, sing to six (la), call it do.

To find one in the key of B flat, sing to 6 (la), call it 7 (si), without changing the pitch, then sing 8.

To find one in the key of E flat, sing to two (ra), call it 7 (si), then sing 8.

To find one in the key of A flat, sing to five (sol), call it 7 (si), sing 8.

### CHROMATICS

Teach chromatic scale without saying anything about it. Teach tones and semi-tones as such, and as mental objects.

|     |    |   |     |
|-----|----|---|-----|
|     |    |   | 8   |
|     |    |   | 7   |
| li  | #6 | 6 | 7 b |
| sil | #5 | 5 | 6 b |
| fi  | #4 | 4 | 5 b |
|     |    |   | 3   |
| ri  | #2 | 2 | 3 b |
| di  | #1 | 1 | 2 b |

say  
 lay  
 sail  
 may  
 rah

The easiest way to approach a sharp sound is from the sound above it as 8. 7. 8.

If a sharp is placed before one in any key it is named sharp 1.

The singing name is Di.

The staff name (key of C) C sharp.

These exercises should first be taught from the ladder, or diagram, which can be found in almost any music manual.

#### SHARPS APPROACHED FROM THE SOUND ABOVE

I, 2, #I, 2, 3, #2, 3, 4, 3, 4, 5, #4, 5, 6,  
#5, 6, 7, #6, 7, 8.

#### EXERCISES ON SHARP ONE

I, 2, #I, 2. — 3, 2, #I. 2. — 3, #I, 2.  
— 4, 3, 2, #I, 2 —

4, #I, 2. — 5, 4, 3, 2, #I, 2. — 5, #I,  
2, — 6, 5, 4, 3, 2, #I, 2. —

6, #I, 2, 7, 6, 5, 4, 3, 2, #I, 2, — 7, #I.  
2. —

8, 7, 6, 5, 4, 3, 2, #I, 2. — 8, #I, 2, I.

#### SHARP TWO

I, 3, #2, 3. #2, 3. — 4, 3, #2, 3. — 4,  
#2, 3. —

5, 4, 3, #2, 3. — 5, #2, 3. — 6, 5, 4, 3, #2,  
3. — 6, #2, 3. —

7, 3, #2, 3. — 7, #2, 3. — 8, 3, #2, 3. — 8,  
#2, 3, #2. 3. 2, I.

#### SHARP FOUR

I, 3, 5, #4, 5. — 6, 5, #4, 5. — 6, #4, 5.  
7, 6, 5, #4, 5. — 7, #4, 5. — 8, 7, 6, 5,  
#4, 5, 8, #4, 5, 4, 3, 2, I.

#### SHARP FIVE

I, 3, 6, #5, 6, #5, 6. — 7, 6, #5, 6, 7,  
#5, 6, 8, 7, 6, #5, 6, 8, #5, 6, #5,  
6, 4, 2, I.

#### SHARP SIX

8, 7, #6, 7, #6, 7. — 8, #6, 7, 8, #6, 7, 8.

#### SHARPS APPROACHED FROM THE SOUNDS ABOVE AND BELOW

I, 2, #I, 2, I, #I, 2. — I, 3, #2, 3, 2,  
#2, 3, —

I, 5, #4, 5, 4, #4, 5. — 3, #4, 5. — 2, #4,  
5. — I, #4, 5. —

I, 5, #4, 5, 6, #4, 5. — 7, #4, 5, 4, #4,  
5. — 8, #4, 5, 3, #4, 5. —

8, 6, #5, 6, 5, #5, 6. — 8, 7, #6, 7, 6, #6,  
7, 8.

#### FLATS

While the sharp chromatics are approached from the sound above, the flats are best approached from the sound below, as 3. 4. 3.

#### EXERCISES

I, b2, I, b2, I.

I, 2, b3, 2, b3, 2, I.

I, 2, 3, 4, b5, 4, b5, 4, 3, 2, I.

I, 3, 5, b6, 5, b6, 5, 3, I.

I, 3, 5, 6 b7, 6, b7, 6, 7, 8.

#### CHROMATIC SCALE

I, #I, 2, #2, 3, 4, #4, 5, #5, 6, #6, 7, 8.

8, 7, b7, 6, b6, 5, b5, 4, 3, b3, 2, b2, I.

#### ENHARMONIC

I, #1b2, 2, #2b3, 3, 4, #4b5, 5, #5b6,  
6, #6b7, 7, 8.

## PLAIN TALKS ON DRAWING

THEODORE C. HAILES, DRAWING MASTER, ALBANY PUBLIC SCHOOLS

## NUMBER VII.

**GENERAL DIRECTIONS FOR TEACHING THE  
TYPE FORMS, CUBE, SPHERE,  
CYLINDER, ETC.**

The study of the type-forms, means that they should be presented as wholes; moulded, modeled, drawn, developed, decorated and modified to produce familiar objects; compared with each other and familiar forms in order to observe the relationship.

**MANNER OF PRESENTATION**

The models should be presented in groups. This will bring out their points of similarity and contrast. It would be well to present the cube and sphere first. This will give an opportunity of showing contrasting points rather than points of similarity.

Supply each pupil with two models. The teacher should have larger ones, so that the children can readily see them. (It is advised that the teacher in preparing this lesson should make and bring to school, models of different material, than that of which the school models are made, in order to call attention to the fact that the name of the type form is not dependent on material.)

Names are given first, and the child's knowledge of nomenclature tested.

Second, pupils are required to observe characteristics by looking and handling under the direction of the teacher.

Third. Fix observations thus made by conversation and questions.

Fourth. Exhibit manufactured and natural objects, and have the children make a mental comparison, and name the type form nearest the object exhibited.

Fifth. Have children name from memory other objects of similar form.

**SOME COMPARATIVE FORMS ARE (SPHERE)**

Natural objects—Pebbles, wasp's nest, eggs, nuts (walnut, filbert, acorn), fruits (apples, grapes, quinces, etc.), vegetables (potato, cabbage, etc.)

Manufactured—Balls, marbles, beads, cups, vases, globes, knobs, buttons, etc.

**SOME COMPARATIVE FORMS (CUBE)**

Natural objects—Various crystals (rock salt, rock candy), stones.

Manufactured—Boxes, books, bricks, houses, tables, chairs, toys, soap, etc.

Study the other type forms in a similar way.

**MOULDING**

Have the children use hollow models and damp sand. These moulds may be made later in the cardboard construction.

**MODELING**

Use either clay or wax. The fingers are the only tools to be used in the production of the *type forms*. In modeling the modified type forms, however, simple modeling tools, as the spatula and point, are used as well as the fingers.

In modeling a modification, the type form is first to be made, and then the object produced by, not only taking away, but by adding from stock.

**SUGGESTIONS FOR OBJECTS TO BE MODELED**

Bird's nest, nuts, eggs, cup, jug, bird house, book, shells, boxes, etc.

Paper maché articles, mouldings, stucco ornaments, wood carvings, and other decorative models in relief; also incised work on wax tablets over slate.

The first modeling should be done from the object, then from memory, after which original imaginative productions may be encouraged.

## DRAWING TYPE FORMS

At first it is well to present the type in such a manner that only two dimensions may be seen, thus presenting a geometric view. For instance, the first drawing that a child will make of a cube, will be a square, in other words, a picture of one of its faces. Each child should have his own model, and be directed to place it in proper position when drawing it. After drawing pictures of the various faces, edges, corners, the object is placed in such a manner that the pupil may view the third dimension.

The child should at first be allowed to interpret the apparent form of his model without any suggestion from the teacher. Afterward the work may be criticised and suggestions made.

The three most important principles in interpreting the apparent form of an object are,

1. Convergence of receding lines.
2. Diminution of size, due to either distance or foreshortening.
3. Change in the appearance of the direction of retreating lines.

These principles must be clothed in language, suitable to the comprehension of the pupils. For example, call attention of the children to the sides of a long, straight street, to railroad tracks, to aisles in schoolroom.

A good little device to assist in the elucidation of all three of these principles is easily made by taking a chalk box, removing the cover and bottom, and holding it horizontally on a level with the eyes of the pupil. Call attention to the farther opening, which, while it is of the same size as the nearer, is apparently much smaller. In fact, it looks so small as to allow all of the sides to be seen as well as the back.

Foreshortening is that principle by which a line or plane, appears shorter than it actually is by reason of being turned away from the eye.

## ORDER OF DRAWING TYPE FORMS

Simple types first, then complex.  
Rectilinear forms before curvilinear.  
Then mixtilinear.

Cube, prism, plinth, pyramid, sphere, spheroid, hemisphere, cylinder, half-cylinder, cone.

DRAWING OF MODIFICATIONS OF TYPES.  
METHODS TO BE PURSUED

Endeavor to get the child to see the underlying type, upon which the object is based.

Have the main lines of the type sketched. With these lines as a basis he may proceed to details.

There are two methods of drawing objects which may be used alternately, namely, outline and masses.

In drawing in the mass, the side of a soft blunt pencil is used, and the shaded parts are drawn first.

Single objects should be drawn first and then groups.

## PRINCIPLES OF GROUPING

1. Objects should be arranged non-symmetrically.
2. Some of the objects should be partially hidden by others.
3. No object should occupy the exact center of the picture.
4. Objects should be arranged at such a distance, that they may be viewed at about an angle of 30°.

## DRAWING FROM MEMORY

After having drawn objects singly and in groups, in succeeding lessons these should be drawn from memory. This department of drawing, however, should not be confined to objects about the school room, but at regular intervals pupils should be induced to draw animals, plants, buildings and scenes familiar to them from memory.

**DRAWING FROM DICTATION OR SUGGESTION**

After the child has become equipped with a mass of facts, and the manner of their representation, both by observation and memory, single things, groups and scenes may be described, and the pupils required to make a record of the mental impressions thus given.

Dictation drawing may be also applied with great profit to geometric and decorative work.

**ILLUSTRATIVE DRAWING**

Short stories in prose and poetry, historical facts are given to the children and they are required to reproduce with pencil and brush, the mental impression received therefrom.

**CREATIVE DRAWING OR DESIGNING**

The principles of decoration, line and color harmony should be taught, and the children required to make examples under the several heads.

The fundamental principles of decoration are:

Repetition, alternation, radiation, conventionalization.

Conventionalization is the art of producing ornaments by using natural forms as motives. The natural forms are subjected to and modified by geometric laws.

**DEVELOPMENT OF TYPE FORMS AND THEIR MODIFICATIONS**

By DEVELOPMENT is meant the making of the pattern.

The rectilinear forms should be used first in the following order: Cube, plinth, prism, pyramid and their frustums. In every instance the child should work directly from the model in the following manner:

The model is placed in the center of a sheet of manila paper, and its base traced around with pencil. The model is then tipped over so that it lies upon one of its

faces, in such position that the common edge makes but one line. The tipped face is then traced around and the model placed back in its original position. Each face is in turn treated in the same manner until the last face is reached (except in pyramidal forms) when the model is to be inverted and treated as before.

After the pattern has thus been marked out, it should be cut on its outer lines, folded around the model, and observations made as to its fit.

By following this method each pupil will obtain a pattern of the same form, but the teacher afterwards should demonstrate the fact that a variety of correct forms may be obtained by other methods of tipping. This should not only be taught, but original forms for the patterns encouraged, and selections made with reference to the constructive strength of the object, and economy in the use of material.

After the bare development of models has been considered, the place and shape of the laps should be taken up. One lap should be made for every pair of free edges. A pair of edges consists of two edges which make a common edge when the pattern is folded. This may be ascertained from observation when the pattern is placed on the model.

In the development of mixtilinear forms a new element enters, for a curved face not lying flat cannot be traced around. In the instance of cylindrical forms, one of the flat faces should be first traced around, then a mark placed on the circumference of both model and drawing. These two marks should then be placed together and the cylinder rolled until the mark on the model again touches the paper. Here a new point should be placed, the model removed and a straight line drawn between the two points on the paper. Starting from the first point made on the circumference of the circular face drawn, a straight line should be drawn perpendicular to the developed straight line, and as long as the length of the cylinder.

A third line should be drawn parallel and equal in length to the first, forming three sides of a rectangle. Complete the rectangle by drawing the fourth side, after which the remaining flat face may be traced around on the side of the rectangle opposite the first.

### ARITHMETIC LESSONS

#### TO TEACH MULTIPLICATION TABLE

THIRD YEAR

REBECCA McLAUGHLIN

*Aim*—To teach multiplication table of five.

*Preparation*—A rapid drill on previous tables 2, 3 and 4.

*Presentation*—Write on blackboard five o naughts in a column, and question as follows:

- o Ques. How many naughts have I written?
- o Ans. You have written five — naughts.

Ques. How much are five naughts?

Ans. Five naughts are naught. Write this on blackboard, thus,

$$5 \text{ naughts} = 0$$

Ques. How many times have I written naught?

Ans. You have written naught five times.

Ques. Then what are five times naught?

Ans. Five times naught are naught. Write this also on blackboard, thus,

$$5 \text{ naughts} = 0 \quad 5 \times 0 = 0$$

I

I Now place five ones on board, and I question as before. Then add to the I tables the new points gained, as I

$$5 \text{ naughts} = 0 \quad 5 \times 0 = 0$$

$$5 \text{ ones} = 5 \quad 5 \times 1 = 5$$

2 Write on blackboard five twos. Call 2 upon a child to add the column. Then 2 question as before and call upon

2 several children to recite  $5 \times 2 = 10$ ,  
2 and  $5 \text{ twos} = 10$ . Add to the tables,

|               |                   |
|---------------|-------------------|
| 5 naughts = 0 | $5 \times 0 = 0$  |
| 5 ones = 5    | $5 \times 1 = 5$  |
| 5 twos = 10   | $5 \times 2 = 10$ |

Continue in this manner until table is completed, drilling more as the numbers grow more difficult.

Call attention to the fact that as both tables mean the same it will be necessary to keep only one, so we will erase the first.

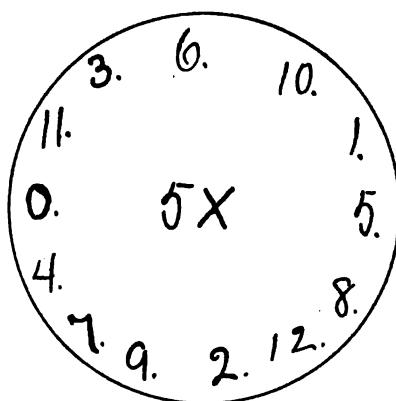
Then we have the table on the board, thus

|                    |                    |
|--------------------|--------------------|
| $5 \times 0 = 0$   | $5 \times 6 = 30$  |
| $5 \times 1 = 5$   | $5 \times 7 = 35$  |
| $5 \times 2 = 10$  | $5 \times 8 = 40$  |
| $5 \times 3 = 15$  | $5 \times 9 = 45$  |
| $5 \times 4 = 20$  | $5 \times 10 = 50$ |
| $5 \times 5 = 25$  | $5 \times 11 = 55$ |
| $5 \times 12 = 60$ |                    |

Cover this table with a curtain.

*Application*—Then place the numbers in a circle and have the children recite

|                   |                    |
|-------------------|--------------------|
| $5 \times 6 = 30$ | $5 \times 10 = 50$ |
| $5 \times 1 = 5$  | $5 \times 5 = 25$  |



etc., many times. If a child should fail, go back to the addition column and drill again. Now apply in concrete work as follows:

If one orange cost five cents, what will five oranges cost?

How many days in five weeks?

John has eight marbles. Frank has five times as many. How many has Frank?

*Summary*—Have several children recite the whole table from the circle.

Never have it recited in consecutive order.

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#### TO TEACH THE DIVISION TABLE

ADELINE E. THOLL

The division table is developed directly from the multiplication table.

Children recite the multiplication table of the number to be developed in division.

We will take 3.

$$\begin{aligned}3 \times 1 &= 3 \\3 \times 2 &= 6 \\3 \times 3 &= 9, \text{ etc.}\end{aligned}$$

Then question pupils how many 3's it took to make 3, 6, 9, 12, etc. The pupils can readily see this from the multiplication table.

Then question to find out how many times we find 3 in 6, 9, 12, etc.

After a thorough drill on the above work, pupils can readily see that since  $3 \times 1 = 3$ , or  $1 \times 3 = 3$ , 3 must be contained into 3 just once.

Since  $3 \times 2 = 6$ , or  $2 \times 3 = 6$ , 3 must be contained into 6 just twice, and so on until the table is completed.

Then have the table learned.

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#### THE SUCCESSFUL TEACHER

Her manner is bright and animated, so that the children cannot fail to catch something of her enthusiasm.

Her lessons are well planned. Each new step resting upon a known truth, is carefully presented.

Everything is in readiness for the day's work, and she carries out her plans easily and naturally.

Old subjects are introduced in ever-varying dresses, and manner and matter of talks

are changed before the children lose interest in them.

She talks only of what is within the children's experience. Her language is suited to her class—being simple in the extreme if she is dealing with young children.

When she addresses the whole class she stands where all can see and hear her.

She controls her children perfectly without effort. Her manner demands respectful obedience. She is serene.

She is firm and decided, as well as gentle, patient and just.

She is a student—is not satisfied with her present attainment.

She is herself an example for the children to follow, holding herself well, thinking connectedly, and being always genuinely sincere.

She is a lover of little children striving to understand child nature.

True teaching is to her a consecration. She has entered into "the holy of holies where singleness of purpose, high ideals and self-consecration unite in one strong determining influence that surrounds her like an atmosphere."—*School Education*.

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#### WORK

Let me but do my work from day to day,  
In field or forest, at the desk or loom,  
In roaring market-place, or tranquil room;  
Let me but find it in my heart to say,  
When vagrant wishes beckon me astray—  
"This is my work; my blessing, not my doom;  
Of all who live, I am the one by whom  
This work can best be done, in the right way."

Then shall I see it not too great, nor small,  
To suit my spirit and to prove my powers;  
Then shall I cheerful greet the laboring hours,  
And cheerful turn, when the long shadows fall  
At eventide, to play and love and rest,  
Because I know for me my work is best.  
—*Henry Van Dyke, in the May number of the Outlook.*

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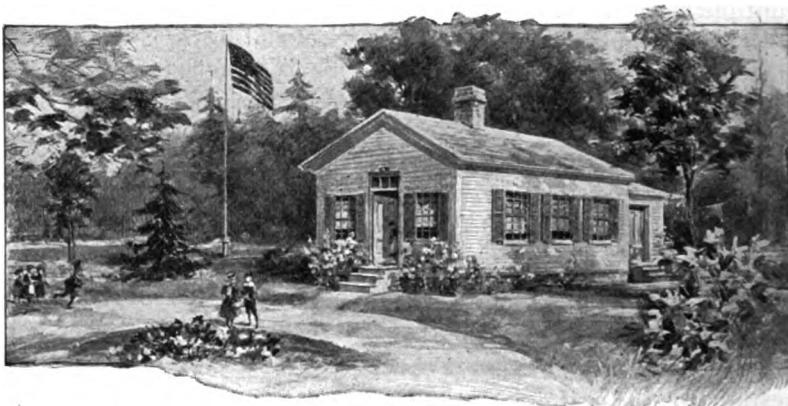
Thou must be true thyself,  
If thou the truth would'st teach;  
The soul must overflow if thou  
Another's soul would'st reach,  
It needs the overflow of heart  
To give the lips full speech.—*Bonar.*

## In Special Fields

### ORNAMENTATION OF SCHOOL GROUNDS

THROUGH the courtesy of the *Youth's Companion*, we present this month cuts to show what ought to be the condition of school grounds. The cuts shown are illustrative of rural school buildings and surroundings. At one time the surroundings

men and associations have taken hold of this important matter with a zeal that is sure to make results. In New York State, Superintendent Charles R. Skinner is fostering the movement, and enlisting the aid of school officials everywhere to carry it out.



were what we are so familiar with—barren, desolate, forlorn. They were the kind that make the girl or boy who is forced to attend such a school feel just as the building and grounds look—unkempt, dwarfed in opportunity and uncared-for. Note the change!

It did not cost money to make the change. Native shrubs and trees were used. Not much time employed, and the time used was, or at least might have been largely spent by the girls and boys under the guidance of an intelligent, earnest teacher, and perhaps, one or two public spirited residents of the district. Under such guidance the girls and boys can accomplish a great deal. It was not work, but healthful and enjoyable play—the kind that is a means of good education in itself.

There is a wave of public opinion passing over this country-reaching into the remotest districts—that such surroundings as we show should be those of every public school building. Earnest, public-spirited

The *Youth's Companion*, with its immense circulation and corresponding influence, is directing public attention in this important matter. Magazines and newspapers everywhere are urging the reform. And zealous teachers, the pioneers of many notable reforms, are accepting the responsibility for the needed change. Their influence will be most potent in making it.

When the educational value of such reform is understood, then will it be made. It is being understood that a means to the best preparation for living is to know how to appreciate the gifts of Nature to us. The surroundings of the country school building is too often that of the country home. Living too much to "make a living" has dulled the sense of many Americans for the beautiful. A generation of fathers and mothers who were reared amid barren surroundings at both home and school cannot be expected to understand why their girls and boys need better ones.

The work must be begun with the present generation of girls and boys. They can be taught to appreciate the beauties of country life—the value of beautiful surroundings for the home and school.. Instead of looking upon such life as drudgery, and their opportunities for home-making as small, they can be taught to know that they have every advantage for making their homes the most beautiful in the land.

Let us quote from Prof. L. H. Bailey, whose work along this line is worthy of especial attention:

"One's training for the work of life is begun in the home and fostered in the school. This training is the result of a direct and conscious effort on the part of the parent and teacher, combined with the indirect result of the surroundings in which the child is placed. The surroundings are more potent than we think, and they are usually neglected. It is probable that the antipathy to farm life is often formed before the child is able to reason on the subject. An attractive playground will do more than a profitable wheat crop to keep the child on the farm.

**"THE FACTS.**—Bare, harsh, cheerless, immodest—these are the facts about the average rural school ground.

"Children cannot be forced to like the school. They like it only when it is worth liking. And when they like it, they learn. The fanciest school apparatus will not atone for a charmless school ground."

The following sentences are extracted from the "Report of the Committee of Twelve on Rural Schools," of the National Educational Association (1897):

"The rural schoolhouse, generally speaking, in its character and surroundings is depressing and degrading. There is nothing about it calculated to cultivate a taste for the beautiful in art or nature."

"If children are daily surrounded by those influences that elevate them, that make them clean and well-ordered, that make them love flowers and pictures and proper decorations,

they at last reach that degree of culture where nothing else will please them. When they grow up and have homes of their own, they must have them clean, neat, bright with pictures, and fringed with shade-trees and flowers, for they have been brought up to be happy in no other environment."

To promote this important work the *Youth's Companion* has made a liberal offer of large flags to those schools that make the most improvement in school grounds during the year 1902, beginning May 1st. It also offers to send a beautiful Arbor-day Roll of Honor to every teacher on which to inscribe the names of teacher and pupils who carry out the work, as shown in the cut given. In the issue of April 5th, 1900, it had the following to say about the value of this movement:



"This plain little school building, in its patch of barren ground, is the most tremendously significant thing in the whole history of the United States. It is the cradle of American education, the nursery which has always fostered, and still fosters, the national doctrine of equal rights for all.

"Under its roof the judge's son and the cobbler's boy fare alike and grow up to know and respect each other. Men whose only educational advantages were a few years on these rude benches have won suc-

cess in every department of human activity. At a gathering of about three hundred successful business and professional men of a prominent city, it was ascertained that about nine-tenths came from the country.

"Is it, then, unreasonable to urge that the rural school grounds *be made more attractive by the planting of trees and shrubs?* With little expense the bare ground about the building can be converted into a place of beauty. The pupils themselves, with the aid of teachers and friends, can do it. Is it not a work well worth undertaking? The *Youth's Companion* believes that it is. Moreover, it believes that the growth of the imagination and the artistic nature will result; that the finer sense will be developed and the character of those who do the work will be strengthened; that a love for the beautiful will be imparted, which will last through life, and manifest itself in the homes which these pupils shall build in future years.

"The *Youth's Companion* believes that this work of adorning the grounds of rural school houses is one which will exercise an important and lasting influence for the good of national life."

### WHEN THE GREEN GITS BACK IN THE TREES

In the spring when the green gits back in the trees,  
And the sun comes out and stays,  
And your boots pull on with a good tight squeeze;  
And you think of your barefoot days;  
When you ort to work and you want to not,  
And you and your wife agrees  
It's time to spade up the garden lot—  
When the green gits back in the trees.  
Well, work is the least of my idees  
When the green, you know, gits back in the trees.

When the green gits back in the trees, and bees  
Is a buzzin' aroun' agin,  
In that kind of a "Lazy-go-as-you-please"  
Old gait they hum roun' in;  
When the ground's all bald where the hayrack  
stood  
And the crick's riz, and the breeze  
Coaxes the bloom in old dogwood,  
And the green gits back in the trees—  
I like, as I say, in such scenes as these,  
The time when the green gits back in the trees.

When the whole tail feathers o' winter time  
Is all pulled out and gone,  
And the sap it thaws and begins to climb,  
And the sweat it starts out on  
A feller's forrer'd, a-gittin' down  
At the old spring on his knees—  
I kind o' like, jes' a loaferin' roun'  
When the green gits back in the trees—  
Jes' a-potterin' roun' as I-durn-please,  
When the green, you know, gits back in the trees.

—James Whitcomb Riley.



## Editorials

A WELL-EDUCATED, well-qualified teacher understands his powers—neither over-estimates nor underrates himself.

\* \* \*

TEACH the child to be independent. The notion that the world owes them something has ruined many. The world owes us nothing; we owe it much.

\* \* \*

THE tendency of the times to get back to Nature is encouraging. Let us learn well the lessons she teaches—the lesson of purity, faith, hopefulness, steadfastness.

\* \* \*

THE *West Virginia School Journal* is doing yoeman's service in pleading for better and more modern school buildings and beautiful school surroundings.

\* \* \*

IT takes time, patience and persistent labor to make fruitful a weed-choked, brush-covered, impoverished field. It can be done, however. The same is true of the uncared-for, abandoned child.

\* \* \*

THE power of growth is essential in every teacher who wishes to succeed in his calling. The one who is able to present a lesson better this year than last—who understands human nature better, is pretty sure of promotion. Good reading and thinking will do much to give him such power.

\* \* \*

THE meeting of the New York State Teachers' Association at Saratoga July 2nd and 3rd promises to be one of the most fruitful in the history of the association. Let there be a full attendance. The place of meeting is interesting enough in itself

to attract those who have not visited historic Saratoga.

\* \* \*

ONE of the clearest-cut and most thought-provoking articles that has come to our desk of late is that by Dr. William T. Harris, entitled "The Place of Geography in the Elementary Schools," published in the January number of the *Forum*. Dr. Harris uses Anglo-Saxon words and few of them to say a great deal on this important topic. Every teacher should read it.

\* \* \*

WE again call attention of teachers throughout the state, and especially those of New York City, to the date of the Regents' Convocation. Secretary Parsons has very considerately arranged the meeting June 30th to July 1st, just prior to the meeting of the New York State Teachers' Association at Saratoga. Teachers who attend the latter meeting will be welcomed to the Convocation, and can very easily arrange to attend this important gathering.

\* \* \*

TOGETHER with the many other friends and admirers of Judge Andrew S. Draper, president of the University of Illinois, we extend to him and his family our heartfelt sympathy. While driving he was thrown from his carriage and suffered serious and well-nigh fatal injuries. Amputation of one leg was found necessary. He is now improving, and his recovery is expected. His long and distinguished service in the educational field; his strong, manly personality and true worth has endeared him to a great number of his countrymen.

\* \* \*

SUPT. CHARLES R. SKINNER is attempting to create local pride in the improvement of school grounds. His efforts should be

aided by every teacher and school officer. The dingy, desolate, barren condition of school grounds is altogether too familiar. Surroundings have much to do with formation of character. A barn-like building with barren and untidy grounds will have its effect in dulling the nature of a child. The whole community feels the degradation that the scene conveys. The stranger judges the tastes of the community by its public institutions, and does not care to invest his money where the indication is so strong that its tastes are low. May there be a spirit of improvement engendered in every district in the state. With proper direction the children will be glad to clean and beautify such grounds.

\* \* \*

THE greatest thing a child ever gets in the school or the adult in the college is not the subject matter, but heart contact with great personality. To be given the key of interest and to be inspired to great deeds is the *summum bonum* of all the pupil can get from the teacher. There is more education in a single hour in the imparted touch from a great soul than in years of mechanical school room grind. It is not a question of long hours of the formal school or of what studies, but with whom. The student, be he man or child, who has been lifted to the heroics of inspiration and purpose possesses the fundamentals of his education, to which everything else is accessory. Uplift, vision, and inspiration—these are the master keys which unlock the doors of all progress and delight.—*Preston W. Search, in An Ideal School.*

And personality cannot be measured by licenses to teach. The school board often overlooks this important fact. The teacher who has the power to search the depths of a child's nature, and discover its resources; who can stimulate the aspirations of a child to live a worthy life, may not have the highest marks of scholarship upon his certificate.

IN the April number of *School and Home Education* is an editorial. It is not the only one, nor the only excellent one in that number. The text of the same is "Save the Boys." Let us quote a part that our readers may understand the nature of the discussion:

"In the modern revolt against the sterner forms of school discipline, it has become common in many schools to substitute expulsion for restraint. Such a course is a simple confession of failure on the part of the school and school authorities. Or, if the incorrigible, as he is regarded, relieves the authorities of the act of expulsion by voluntarily leaving the school, teacher and school board often heave a sigh of relief, and exclaim, "Good riddance." Now, this is all wrong. I am not saying that bad boys should never be expelled, but I do say emphatically that expulsion should never be sought as a remedy till everything else has failed, and it has been made clear that the damage to others from the boy's presence clearly outweighs any loss to him and to the community, which will follow his release from the training in the public school."

Of course it is a pretty thing in theory to advise what ought not to be done with a vicious, thoroughly bad boy. We presume Brother Brown had this well in mind when he penned the above sentences. But, nevertheless, we agree with him. We believe that few boys of school age are incorrigible, especially the ones that make the teacher's burden heaviest. Somewhere in their natures are responsive chords that can be touched by a tactful, patient, persistent teacher. Drive them from school and they return to the evil lessons of the street, or, perhaps, the home where they were first depraved. If the teacher fails to reach them, it is likely that they will not be reclaimed, and will become a menace to society. Let the teacher think once more before turning a boy into the street.

## General School News

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An unknown giver has subscribed \$250,000 to the Teachers' College, New York city.

The meeting of the Ohio State Teachers' Association will be held at Put-in-Bay, June 25-27.

J. Pierpont Morgan has given \$2,000,000 to the University of the South, located at Sewanee, Tenn.

The late George L. Littlefield, of Pawtucket, R. I., has bequeathed \$100,000 to Brown University.

State Commissioner Thomas B. Stockwell, of Rhode Island, puts out a very well-prepared Arbor Day manual.

Miss Ellen E. Carlisle, of Wellesley College, will succeed Miss Sarah Louise Arnold as supervisor of the Boston schools.

Carroll D. Wright, commissioner of labor, is to be the head of the new collegiate school attached to Clark University, Worcester.

Barnard College has been able to meet the requirements made by John D. Rockefeller, who offered \$200,000 upon condition that an additional \$300,000 should be raised through outside sources.

The inauguration of Dr. Henry Hopkins as president of Williams College, will occur June 24th. The presiding officer of the exercises will be Dr. Robert Russell Booth, of the class of '49.

Prof. John H. Gray, head of the department of economics at Northwestern University, has been appointed by Commissioner of Labor Carroll D. Wright to go to England and investigate the effects of the labor unions on the output of mills and factories. The government has provided for an investigation of the problem in England, Germany, France and the United States.

Springfield, Mass., has the only trades school in America conducted entirely at public expense as a part of the public school system. The enrollment last year was 295, with an actual average of 275. It is significant that the average age of those attending is above twenty years, and that ninety-five per cent. completed their general public school education in the grammar grades.

Prof. Ferdinand Bocher, of Harvard, has resigned, to take effect at the end of this term. He has been connected as instructor and professor with Harvard since 1861, with the exception of five years, from 1865 to 1870, during which time he was professor of modern languages at the Institute of Technology. In 1870 he was appointed professor of modern languages at Harvard, which chair he has held up to the present time.

Massachusetts pays \$6,000 to the superintendent of one city system of schools, that of Boston. The salaries of other superintendents, arranged by magnitudes, are as follows: Number with a salary of \$6,000, 1; number with a salary of \$4,000, 3; number with salaries from \$3,000 to \$4,000, 13; number with salaries from \$2,000 to \$3,000, 42; number with salaries from \$1,500 to \$2,000, 97; number with salaries from \$1,000 to

\$1,500, 12; number with salaries below \$1,000, 7; average salary for the State, \$1,890.

Dean James Earl Russell, of the Teachers' College of Columbia University, has returned from a tour of inspection of the schools of Porto Rico. Of their needs he says: "The first need in Porto Rican education at the present time is more schools; the second need is the material improvement of the teaching force. The vast majority of teachers are the survivors of the Spanish regime. Their standards are exceedingly low, and their methods those that would naturally result from the old lax system of small private schools and itinerant teaching."

Mr. Howard J. Rogers, chief of the department of education for the Louisiana Purchase Exposition, says: "At Chicago, England and France had no educational exhibits, and at Paris, German schools had no exhibits. All three of these countries will have extensive displays of their work at St. Louis. Every department of educational work will be represented. The exhibits from all countries will be so complete that it will be possible to follow the school work of the children of each country from the time they enter the lower grades until they have finished university courses. Public schools and private schools will send exhibits. For the first time in the history of education it will be possible to make a complete comparative study of the educational systems of all countries."

The unfortunate accident to President Andrew S. Draper, of the University of Illinois, debarred him from attending the ceremonies installing Nicholas Murray Butler president of Columbia University. He sent, however, the following letter of regret to President Butler, which will be read with much interest by his many friends in this State: "The great West was deeply interested in the political events which claimed President Low, and the men of the schools, particularly of the universities in the West, were delighted at your accession to the presidency of Columbia. Your learning and your self-sacrificing enthusiasm have made you personally known to more people in the West than any other Eastern leader in our American education. With one accord they expect your administration to be distinguished in history and to give even larger outlook and higher significance to the future of a grand old American university. It would have given me unspeakable satisfaction to have gone back to the New York I have loved so well and to have presented, as arranged, the message of the Western State universities at your inauguration. God willed it otherwise, but let me say this much—it is the first act of my convalescence—may you have strength and make Columbia go bravely forward."

The Brooklyn *Eagle* has been asking men prominent in educational work to name the best city school system in the United States, and give reasons for its prominence. About one hundred responded. Indianapolis secured the largest number of votes, 19. The reasons given are: A

school board that hires a superintendent and then gives him power. He has chosen the best teachers. He gives them freedom. He encourages originality. Primary school methods of Miss Cropsey. Harmony. Supervising force and teachers in accord. High ideals for work of the schools. Studiousness among teachers. Splendid foundation in elementary schools. Teachers united in efforts to secure progress. Miss Cropsey's devotion to work. The training school. Reading and literature. Geography teaching. Manual training. High school work. Naturalness and freedom. Fine course of study. Excellent and harmonious supervision. Good, quiet, steady work, free from spectacular effects. Practical course of study. Discreet supervision. Loyal support of the people. No interference by faddist politicians or spoils-men. Excellent teachers. True conception of education. Trained teachers; schools for the pupils; fraternal spirit between teacher and pupil; clear cut, purposeful administration. High

character of teaching corps. Fine training school for teachers. Enthusiasm of teachers; pleasant relations with pupils. Progressive character. Experienced teachers; manual training and art instruction. Quality of supervision. Superintendents have always been superior men. There is unity of effort. They have many supervisors, but they pull together. Courses and methods come up from the schools as results of experiment rather than as impositions by the superintendent. Small board of men of high character. Tenure of all employes, from superintendent down, based on merit. This has obtained for several years. Teachers give not only their time, but their minds and souls. All else, buildings, courses, etc., mere details. Springfield, Mass., and Chicago follow with twelve votes each, and Cleveland has eleven votes. New York and Boston each received eight votes, followed by Yonkers, N. Y., Kansas City and Brookline, Mass., with six votes each.

## In the Schools of the State

### AT LARGE.

Prof. John P. Silvernail, of Rochester, was elected president of the New York State Association of Elocutionists at its Utica meeting.

State Superintendent Charles R. Skinner has rendered a decision in the case of Celia Roberts against the board of education of union school district No. 9, towns of Turin and West Turin, Lewis county. Miss Roberts entered into a contract with the board of education to teach in the primary department of the school in said district No. 9 for thirteen weeks, and if both parties to the contract were then satisfied, for the full year of thirty-seven weeks. At the end of fourteen weeks she was notified by the clerk of the board that, owing to some complaints of lack of discipline on her part, and general dissatisfaction, her services would be no longer needed. In the proof submitted it was shown that the members of the board had no personal knowledge of the conduct of her room, having failed to visit the same; nor had the principal of the school done so. The board failed to notify Miss Roberts of any dissatisfaction in regard to her work until after the time stated in their contract for such complaint was past. Superintendent Skinner rules that in discharging her, the board failed to fulfill the conditions of the contract; and he orders that she be paid salary at the rate agreed upon for the full time. Superintendent Skinner thus protects a teacher from losing her position through the hearsay, community gossip that she was inefficient.

### COUNTIES

**Albany.**—The long-discussed Coon bill, providing for a board of three commissioners instead of seven in the school system of Albany and Troy, has become a law. The mayor has

appointed as members of the new board the following: Calvin W. Edwards, Buel C. Andrews and John T. McDonough. Messrs. Edwards and McDonough are Republicans in politics, while Mr. Andrews is a staunch Democrat. All are men of ability. Mr. Edwards was elected president.—The meeting of the Hudson River Schoolmasters' Club was well attended, and exceptionally enthusiastic.—Mr. DeLancey M. Ellis, former head of the department of finance of the State Department of Public Instruction, has severed his connection with the department. He has gone to Rochester to enter into the life insurance business.—Supt. Charles W. Cole met with a serious accident by falling down the stairs at his residence. His right wrist was broken and he was otherwise bruised and injured.—From July 15th to August 20th, Mrs. H. A. Davidson, No. 1 Sprague place, Albany, will conduct summer classes for the study of English, giving those attending the same ample opportunity in election of studies. Mrs. Davidson has a very scholarly knowledge of this branch of educational work. She will be assisted by other distinguished educators.

**Allegany.**—C. R. Miller, of Rochester, has been engaged to teach the Whitesville school for the remainder of this year and next year.—The teachers of the Canaseraga schools have organized a Teachers' Conference. The following officers were chosen: President, Miss Isabelle Scott; vice-president, Thomas Galpin; secretary and treasurer, Miss Ethel Bissell. Upon the invitation of the conference, Dr. Redmond, of Hornellsville, was invited to give a stereopticon lecture on "A Trip Around the World." This lecture was given Saturday, May 3d, before the school children of the high school and of all surrounding districts, whose teachers made arrangements with the principal of the high school to that effect.

**Cattaraugus.**—Mr. A. P. Burroughs, of Ontario, N. Y., will succeed Burdett Phillips as principal

of the Allegany school.—Reverdy H. Baldwin, at present principal of the Steamburg school, has been elected to the principaship of the Randolph high school. He is a graduate of the Fredonia Normal School and an earnest, efficient young man.—The Cattaraugus County Teachers' Association will be held in Salamanca on May 16-17. Among those who will appear on the program are Dr. Davidson, of the Regents office, Superintendent Holden, of Olean, and Professor Binns, of Alfred University. Dr. Hays, of Grove City College, will address the association Friday evening, May 16th.

**Chautauqua.**—Miss M. Winifred Toles, of Mayville; Miss Henrietta Blandin, of Brocton, and Miss Anna S. Ottaway, of Sherman, are new teachers in the Westfield school.—The Stockton school is rapidly coming to the front under O. C. Presler's principaship. A class will be graduated from the high school course for the first time.—Prin. Charles Larder and assistant, Miss Berenice Lee, of the Celoron, are raising funds for a library. President Roosevelt has sent his autograph to them to be worked upon a quilt to aid in the good work.—Prin. Phillip J. McEvoy, of the Chautauqua school, has resigned his position to accept the principaship of the Limestone schools.—The town of Ripley is developing a spirit of progress in school matters that is noticeable. The wages of the entire teaching force have been raised. Prin. H. J. Baldwin will receive \$850, and each of the other five members of the faculty \$360 per year. We take off our hats to any community that shows such direct evidence that it appreciates the value of education,—and learns that a high-class, cultured teaching force cannot be hired for cheap wages, that have first been haggled over by the hiring committee of the board of education.—F. M. Rich Kent has been engaged as principal of the Cassadaga school.

**Chemung.**—John J. Mabon, of Limestone, has been chosen principal of the Horseheads high school. Present principal, George T. Miller, was not a candidate for reappointment.

**Chenango.**—James Baird, of Amsterdam, has been elected at Afton to succeed Principal Gibson, who accepted a position in the Utica schools.—Oxford high school held its annual prize speaking contest recently.—It is understood that Greene is about to erect a fine new school building.—The annual prize speaking contest of Norwich high school was held recently. The proceeds are to be used in the purchase of pictures for decoration.

**Columbia.**—Frank M. Erskine, of Williams-town, Vt., has been employed to teach commercial branches in the Chatham school.

**Delaware.**—S. L. Howe, principal of Stamford Seminary, has resigned, to take effect at the end of the school year.—Principal Clark, of the Remsen school, has been elected principal of the Stamford school.

**Dutchess.**—M. D. Losey, principal of the Round Lake high school, has been engaged to succeed Prin. B. E. Whittaker, of the Rhinebeck high school, who has secured an excellent position in Glens Falls, N. Y.

**Erie.**—The proposition to open the school buildings of Buffalo as meeting places for outside associations failed to carry when brought before the board of aldermen.—Pres. Arthur T. Hadley, of Yale University, spoke on "The Ideal and the Practicable in College Education" to the members of the Liberal Club, at a banquet in the Ellicott Club, Buffalo.—The people of Kensington, a suburb of Buffalo, are urgently asking for a new school building.—Miss Kate L'Hommendieu, of Buffalo, has been elected to a position in the Depew school.—Principal Shields, of the Kenmore school, has been elected to the principaship of the Alden school.—A Students' Aid Society is a unique feature of the alumni of the Buffalo State Normal School. Its object is to loan small sums to students who have not the necessary money with which to finish their courses.—The new Lafayette high school building will be one of the finest in Buffalo—a modern building, convenient and commodious.—Miss Kathryn Faircloth, a teacher in school 26, Buffalo, died recently from a nervous shock. She was passing the home of a butcher, who keeps a large ferocious-looking dog, when the animal sprang at the fur boa she wore about her neck. Her fright was so great that she did not recover from it, and after days of suffering death came to her relief.

**Genesee.**—W. Warren Britt, a teacher in the academic department of the LeRoy high school, has resigned and M. Smith Thomas, of Pike, has been appointed his successor, at a salary of \$600 a year.

**Greene.**—Supt. T. A. Caswell, of the Catskill schools, has resigned his position, to take effect at the close of the school year. He has been efficient in his office, and will be missed from the teaching force of Greene county.—The board of education at Hunter has engaged Burt H. Boorn, graduate of the Albany Normal College, as principal of the school in that village.—P. H. Edick, principal of a grammar school in Rochester, has been unanimously elected superintendent of schools at Catskill.

**Herkimer.**—Miss Loretta Meech, of Munserville, N. Y., will teach next year in the Church street grammar school at Little Falls.—Supt. A. W. Abrams, of Ilion, believes that there is an educative influence in pictures, statuary and decorated walls. A valuable collection of works of art has been purchased and much has been done to make the buildings attractive. In his annual report he discusses the mooted question of whether or not pupils generally are overworked. Answering the argument that to the subjects formerly taught in elementary schools there have been added drawing, music, history, literature, nature study and manual training, nearly doubling the number of names on the list, the child must be forced to do twice as much work as heretofore, he says: "Such, however, is far from being true. Nature study gives training in observation, and furnishes material for language work. Literature is read and enjoyed in place of the made-to-order pieces that used to appear in reading books. Drawing is but another mode of expression, and is an aid to the child in interpreting graphic descriptions. So throughout the list one subject supplements, illus-

trates and enlivens another. All furnish material for developing the senses or for giving training in mental processes. Besides, they are centers of real interest, which make learning pleasanter as well as more profitable. Certainly pupils do not themselves seem to find school life burdensome, nor do they need to be driven to their tasks by such means as prevailed when a monotonous drill in a few subjects upon the forms of knowledge was the rule. Nor should it be overlooked that in some particulars much less work is required than formerly. Good school work in the elementary grades does not require the mastery of subjects. The immaturity of pupils does not permit this. The purpose is not to crowd the memory for future use with a mass of facts, not understood and soon to be forgotten, but to stimulate the child to an interest in as many as possible of the forces and phenomena with which he will have occasion to deal, and to enable him to think about them. The fact that now and then a child appears nervous while in school does not prove the course too severe. It more commonly shows that the child is not in the mental and physical condition to do the work done by the majority of pupils, and that he should be relieved of some of it by special arrangement. It is not necessary that all pupils complete the work in exactly the same time. A too leisurely course leads to waste of time, and results in a weak mental growth, just as a sauntering gait fails to give tone to muscle."—The spring meeting of the Herkimer County Teachers' Association was held May 3, at Herkimer, and the following program was arranged for the sessions: "The Correlation of Biologic Sciences," Thomas U. Cheesebrough, Little Falls high school. Discussion, opened by Miss Genevieve McCann, Ilion high school, and F. R. Kent, Herkimer high school. "Attention," Prin. S. A. Watson, Mohawk; Supt. A. W. Abrams, Ilion; Supt. A. J. Merrill, Herkimer. General discussion. "Drawing," Miss Fra Egbert Burris, supervisor drawing, Herkimer. Discussion, opened by Miss Mary L. McGavern, Dolgeville, and Prin. D. N. Boynton, Newport. Manners and Morals—"What Shall be Taught and What Results Are Expected," Prin. Margaret E. Tuger, Herkimer. General discussion, opened by Prin. George L. Bennett, West Winfield. The officers of the association are: President, Francis J. Flagg, of Little Falls; vice-president, George L. Bennett, of West Winfield; secretary and treasurer, Miss Margaret Wolcott, of Little Falls.—Prin. Alton Hollister, of East Randolph, N. Y., has been elected principal of the Newport school.

**Jefferson.**—The teachers' institute for the third commissioner district, E. A. Chick, Sacket Harbor, commissioner, which was held in Dexter, April 21-25, was a decided success. Dr. Sanford, conductor, was as popular as ever with the teachers. The work of Dr. Bugbee and Dr. Redway, and that of Miss Rice and Miss Van Rensselaer, was very pleasing to the institute. Work in primary reading was given by Mrs. Gertrude B. Reed, of Dexter schools, which was highly appreciated, as was the work in history by Miss Rose Libby, training class teacher at Clayton. The crowning feature of the institute was the address by Supt. Charles R. Skinner, Thursday afternoon.—The positions in the several union schools of

this section have nearly all been filled for next year, there being scarcely any changes. Prin. and Mrs. J. E. Vincent have been re-engaged at LaFargeville, at increased salaries. Prin. W. J. Linnell and his assistant, Mrs. Maude Thompson, who has charge of Glen Park schools, have been re-elected by the Brownville school board, at increased salaries. His corps of teachers nearly all remain. Prin. R. G. Pooler and his entire corps of teachers at Sacket Harbor have been re-engaged, at a good increase.—Prin. Burt Alverson, of Dexter high school, has been given a substantial increase for next year. All of his assistant teachers are offered their positions at increased salaries.—Prin. Churchill, of Chaumont, has resigned and is to be succeeded by Prin. Arthur Lewis, of Limerick. Prin. A. E. House and faculty, of Black River, and Prin. E. J. Bennett, of Three Mile Bay, are re-engaged for next year.—Prin. Edwin C. Hogmire, of Antwerp, has, by order of the county court, had his name changed to E. C. Hocmer. He is a Geneseo Normal graduate.—In the first commissioner district, six or more candidates are in the field to succeed Com'r E. N. McKinley. It is regretted that Mr. McKinley is to leave the commissionership at the close of this year.

**Lewis.**—The twelfth session of the Lewis County Summer School will, this year, again be located at Port Leyden and be under the supervision of Miss Ottilia M. Beha, school commissioner for the first district of Lewis county. This school is one of the oldest, most widely-known and most successful summer schools of its kind in the State. Last year eleven counties were represented among its students, Kings, Nassau, Dutchess, St. Lawrence and Otsego being among them. A competent faculty will be in charge and every opportunity will be given teachers to do special and advanced work. Courses of instruction will be given for uniform and State certificates, while special classes will be organized in drawing and in vocal music.—The institutes for the first and second commissioner districts of Lewis county will be held at Port Leyden and Lowville the week of May 16. The former will be conducted by Prof. I. B. Smith, and the latter by Conductor Hull.

**Madison.**—C. W. Whitney, of Cattaraugus county, has been elected principal of the Munnsville school. He was chosen from a list of forty-eight applicants.

**Monroe.**—D. M. Ferry, the prosperous Detroit seedsman, has given \$100 for pictures for school No. 2 at Rochester. He was at one time a pupil in this school. The building is an old one, and dingy. The Women's Union took the matter in hand of renovating and beautifying the same, with splendid results.—The board of education of the Hilton high school has contracted with Prin. W. R. True to remain another year at a salary of \$1,000, a raise over last year of \$150.—Prin. Fred W. Hill has resigned his position at Spencerport.

**Montgomery.**—The principalship of the Fultonville high school will be filled next year by L. G. Perry, of Caldwell, N. Y.—James Baird, of Amsterdam, has been elected principal of the Fort Plain high school, and Miss Carrie Kilts, of

Upper St. Johnsville, teacher in the primary department.

**Nassau.**—Jacob Earle Clarke, of Manhasset, has been chosen principal of the Roslyn school.—James L. Dowsey, of Lawrenceville, has been elected principal of the Manhasset school. He is a graduate of the Potsdam Normal School.

**Oneida.**—Joseph H. Crain, of Oneonta, has been elected principal at New York Mills.—Prin. W. T. Couper, of Boonville, has resigned his position.

**Onondaga.**—Solvay is much in need of a new school building.—Prof. Alexander C. Flick, head of the department of history in Syracuse University has left for a year of study and research in Europe. His place will be taken next year by Dr. Earl E. Sperry, of the class of '98. Dr. Sperry was given the degree of doctor of philosophy by Columbia University, where he has done post-graduate work. For the past year he has been studying in German universities.—Prof. Hamlin E. Cogswell, supervisor of music of the Syracuse public school, has resigned to accept a position in the Mansfield, Pa., Normal School.—St. John's Military Academy at Manlius was recently destroyed by fire. Preparations are already being made to rebuild it with modern structures.

**Ontario.**—The teachers' association for the first and second commissioners' district of Ontario county has elected the following officers for the coming year: President, J. Carleton Norris, Canandaigua; vice-president, J. H. Bullock, Shortsville; secretary, Miss Laura Smith, of Clifton Springs; treasurer, John A. Atwater, of Canandaigua. The principals of regents' schools and the two commissioners will form the executive committee, which will have charge of the location and time of the next meeting. When that is held the second district will entertain the first by special invitation tendered at the recent meeting.

**Orange.**—Prin. L. W. Hoffman, of the Warwick school, has resigned his position to accept the principalship of the Rockville Center school.

**Orleans.**—The school building at Albion has been declared unsafe. The roof is reported to be caving in, and the floors as sinking. Albion friends of education are anxious to have a new building, and it seems that they need one.

**Oswego.**—Prin. C. O. DuBois, of Central Square, has accepted the principalship of the Tully high school.—The sixth session of the teachers' association of the third commissioner's district was held at Mexico. Following was the program: Paper, "Excuses." Miss Anna M. Lacy, Pulaski. Open discussion, opened by Miss Emma LaTant, Richland. Debate, "Resolved, That the Vertical System of Writing is Best for Use in Our Schools," affirmative, Harriet J. Rounds, Sandy Creek; negative, Icy Owens, Williamstown. Open discussion. Paper, "Drawing." Miss Ellen Beauchamp, Pulaski. Discussion, Miss Mary M. Sandhovel, Mexico; Miss Emma B. Campbell, Altmar. Paper, "Arithmetic—Fractions," Prin. George E. Brownell, Sandy Creek. Discussion, Miss Harriet E. R. Davis, Orwell; Miss Mary E.

Fitzgerald, Mexico. "School Management," Com'r H. Irving Pratt.

**Otsego.**—Miss Rispah Potter, of Sidney, has been elected teacher of music in the Oneonta public schools to succeed Miss Stella Louise Bligh, whose resignation takes effect at the close of the present school year. Miss Bligh has made a very creditable record in her work, and her resignation is much regretted.—Supt. W. C. Franklin has been re-elected at Oneonta at a salary of \$2,000.

**Rensselaer.**—F. C. Clifton, principal of school No. 12, Troy, has accepted a position as supervising principal of school at Montclair, N. J. The position is a desirable one.—Matthew L. Dann, of Downsville, a member of the class of 1902, Syracuse University and a graduate of the Walton high school, has just been elected vice-principal of the Troy academy.—Randolph F. Clark, Williams College and Albany Normal College, has been elected to the principalship of the Valley Falls high school.—Mayor Conway, of Troy, has appointed the following new board of education, as ordered in the new law: William Henderson and John S. Cronin, Democrats, and Anthony P. Finder, Republican. They will serve terms of six, four and two years respectively. The new commissioners were members of the old board, and have served with credit. Each is a graduate of the Troy high school.

**Schoharie.**—The graduating class at Middleburg will be the largest in the history of the school, there being twenty-one members enrolled. An extra teacher has been added to the faculty, and all teachers have been granted an increase of salary. A new steam-heating system has been put in the building, many new volumes added to the library and other improvements made. Prin. Kimm is to be congratulated.

**Schuyler.**—William E. Leffingwell, president of Watkins Sanitarium, has presented the Watkins high school with a valuable collection of mineral specimens.

**St. Lawrence.**—From careful inspection of the catalogue of the Thomas S. Clarkson Memorial School of Technology, located at Potsdam, we are about to conclude that the sisters of the one whose name is given this institution builded better than they knew. The courses of instruction are well calculated to give those attending a thorough technological education of college grade, preparing them directly for the actual duties of life. William Sleeper Aldrich, M. E., is the director.—Miss Clara Chase, of Ogdensburg, has accepted a position as teacher of English in the northern part of Germany.

**Steuben.**—Prin. F. K. Congdon, of the Canisteo high school, has accepted the principalship of the Addison high school. The new position was unsought by him, and is in recognition of his efficient service in his present position.—The meeting of the teachers' association of the second commissioner district was held at Painted Post. The program reads as follows: "Primary Reading," Miss Pierce; discussion, Miss Blakeslee and Miss Brundage; "Nature Study from Teacher's Stand-point," Mrs. Mary R. Miller, Cornell University;

"Question Box on Nature Study," Mrs. Mary R. Miller; "Some Results Obtained from Nature Study Work," Miss Petrie, Miss Allen, Miss Relihan and Miss Thomson; "Devices for Promoting Punctuality and Regular Attendance," Com'r F. J. Smith. B. E. Hicks, president. Miss Eunice D. Pierce, secretary.—The board of education at Hammondsport has tendered the position of preceptress in the high school to Miss Matilda Mason, who is now studying in Paris.—Frank L. Dunham, of Malone, has been elected principal of the high school at Canisteo.—Elmer S. Redman, A. M., Ph. D., has accepted the position of superintendent of the Hornellsville schools for another year. During the past four years Superintendent Redman and his efficient corps of teachers have not only maintained the excellence of the Hornellsville schools but have worked earnestly for their advancement. The patrons of the schools are fortunate in the assured progress which Dr. Redman's re-election means.

**Suffolk.**—Miss Ada Vaughn, of Jerome, N. Y., will teach in the Babylon high school.

**Tioga.**—The Tioga County School Officers' Association held its annual meeting in Owego the last day of the teachers' institute. Hon. Danforth E. Ainsworth, assistant superintendent of public instruction, addressed a joint meeting of the institute and association in the court house, speaking upon school law and its enforcement.

**Tompkins.**—Prin. I. R. Mooney, of McLean, has resigned his position to accept one at McGraw, N. Y.—J. W. Reid, of Wayland, has been elected principal of the Groton high school.

**Ulster.**—The new law consolidating the Kingston schools has gone into effect. The president of the new board is DuBois G. Atkins.—Sylvester R. Shear, of White Plains, has been elected superintendent of the Kingston schools at a salary of \$2,500. He was selected from a list of twenty candidates. Superintendent Shear has made a very creditable record at White Plains, and is well qualified for his new position.

**Warren.**—Glens Falls is agitating the question of building a new high school. Present buildings are not adequate to school attendance.—Archibald J. Matthews, A. M., Pd. M., has tendered his resignation as principal of the high school, to take effect in thirty days. Mr. Matthews has been appointed teacher of English at the Peter Cooper high school, Borough of the Bronx, New York city.—Henry H. Kendall, A. B., of Troy, recently principal of grammar school No. 10 at that place, has been elected to the principalship of the Glens Falls high school.—A notable feature in Glens Falls is an organization made up of prominent citizens, called a Public Education Society. The number of names upon the committee lists shows that the people there are interested in educational affairs.

**Washington.**—Miss Antoinette A. Hammond, a teacher in the Sandy Hill union school, and a daughter of Mr. and Mrs. F. D. Hammond, was recently married to William S. Hitt, of Granville.—Miss Myra L. Ingalsbe, of Hartford, who has filled the office of school commissioner in the

second district so well, has been again nominated for the office by the Republican convention.

**Westchester.**—The board of education at Tarrytown has elected Prof. J. V. Sturgis, now at the head of the department of mathematics in Pratt Institute, Brooklyn, principal of their high school. He is a graduate of Colgate University, and has taught successfully at Cattaraugus, N. Y., and Rahway, N. J.—Miss Louise Armstrong, who for several years has been a teacher in the Halstead school at Yonkers, has accepted a position as assistant to the registrar of Vassar College.

**Wyoming.**—M. J. Multer has been elected principal of the Perry high school. He is at present principal of the Delaware Literary Institute at Franklin, N. Y.

**Yates.**—Miss Leila Wilson, of Penn Yan, has accepted a position at Lynbrook, L. I.—The Inter-lake Council of Schoolmen met in Penn Yan Saturday, May 10, 1902. The following subjects were up for discussion: "The Selection of Teachers," "Judging a Teacher's Work," "Student Government," "Debating Societies," "Promotions," "Regents' Examination," "Ungraded Department."

#### GREATER NEW YORK.

The present administration has to deal with the important problem of increasing the school accommodations throughout the city. About 40,000 pupils have been in part-time classes. There is much need of new school buildings and a large sum has been called for by the board of education for this purpose.

Prin. John Gallagher, of the Brooklyn Training School, has just cause to be elated over the recent examinations held at that school. Out of 175 members of the class only ten per cent. failed to pass.

The course of free lectures provided by the department of education has closed. The work accomplished is very satisfactory, and the conduct of the course reflects much credit on Supt. Edward B. Shallow, into whose charge it was given.

We give below requirements for admittance to the May examination for teachers' license No. 1 in Greater New York. The date of holding same was May 12th:

I. With the exceptions hereinafter mentioned (see paragraph II), persons at least eighteen years of age, and of good moral character, who possess the qualifications mentioned under one of the following heads will be admitted to this examination:

1. Graduation from a college or university recognized by the Regents of the University of the State of New York, in which at least one year was spent in pedagogical study amounting to not less than 210 hours attendance upon lectures or recitations, as follows: logic or psychology, at least 90 hours; history and principles of education and methods of teaching, at least 120 hours. In estimating the length of such courses, applicants about to graduate will be regarded as having completed their courses.

2. Graduation from a New York State normal School or an equivalent institution for the professional training of teachers, in which at least

thirty-eight weeks were spent in professional study and practice, and in which scholastic training equivalent to a course of at least three years in an approved high school was required before entering on the course of professional training, in lieu of graduation from an approved high school, together with continuous and successful experience in teaching for not less than one year. (Graduates of a State normal school located within the city of New York may be licensed without the year's experience, for the boroughs of Queens and Richmond.)

3. The holding of a New York State certificate granted since 1875, provided the holder has been actively engaged in teaching during the two years immediately preceding his application for a New York city license.

4. Continuous and successful experience in teaching for not less than three years, provided the applicant passes the academic examination required for admission to training schools for teachers (to be held in June), or is a graduate of an approved college.

The examination of college graduates eligible under Section 1 will be held at the Hall of the Board of Education, Park avenue and Fifty-ninth street, borough of Manhattan.

The examination of the other candidates, those eligible under Sections 2, 3 and 4, will be held at the New York Training School for Teachers, 119th street, between Second and Third avenues.

The written examination will be in the history and principles of education and in methods of teaching.

Oral examinations will be given at the call of the Board of Examiners.

In the written and oral examinations the applicant must show ability to use the English language correctly.

A certificate of physical fitness made after examination by *one of the physicians of the Board of Education* will be required in the case of each applicant, within ten days after the date of the examination. The fee, three dollars, is to be paid by the applicant, to whom it will be repaid after his acceptance of appointment. No person will be licensed who has not been vaccinated within eight years, unless the examining physician recommends otherwise.

II—1. No woman will be admitted to this examination who took the examination for license No 1, held January, 1902, and received a mark of less than 50%; no man will be admitted who in the same examination received a mark of less than 60%.

2. No graduate of a city training school or of a college for the training of teachers not authorized by the Regents of the University of the State of New York to grant degrees, will be examined on the above mentioned date, except such as have previously taken the examination for license No 1.

3. No graduate of a normal school *course of less than four years* is eligible for license No 1 (except under Section 4), without at least one full year of high school work prior to entering the normal school.

No graduate of an *elementary English course* in a normal school is eligible for license No. 1, except under Section 4.

About 150 were present at the last meeting of Hoi Scholastikoi, and distinguished guests were

present. The guest of honor, Rev. Henry Van Dyke, of Princeton. John W. Davis was the toastmaster, the toasts and speakers being as follows: "Our Guest," Rev. Henry Van Dyke; "Our Public Schools," City Superintendent William H. Maxwell; "The Dutch in New York," Francis W. Halsey; "Education and Character," Rev. William O'B. Pardon, S. J.; "From the Outside," Augustus Thomas.

Charles L. Holt, a former commissioner of schools, died recently.

The school boys' appeal that less noise be made by the traffic on streets near school buildings seems likely to bear fruit. President Burlingham has asked that such streets be asphalted.

Frank R. Moore and J. J. Sheppard have been elected to be principals of the Commercial High School of Brooklyn and Manhattan High School of Commerce respectively.

The installation of Nicholas Murray Butler as president of Columbia University was the notable event in the educational history of the month. Prominent men and educators from all parts of the United States were present, including President Theodore Roosevelt.

District Superintendent A. W. Edson spoke upon the topic, "Co-Education in Elementary Schools," at the recent conference of the Educational Club of Philadelphia.

The principals of the public schools of the former New York system tendered Associate Superintendent John Jasper a breakfast recently.

Dr. Samuel Ayers, who will be placed in charge of a day school, has resigned his position as principal of the New York Evening High School.

## AMONG THE COLLEGES

### COLGATE UNIVERSITY

Patrons' Day was celebrated this year on Friday, April 18th. The procession of students, patrons and faculties of the university assembled in front of Colgate Academy at 10 o'clock, and at 10:30 moved to the Sheldon opera house, where the exercises were held. The oration was delivered by President A. V. V. Raymond, D. D., of Union University, and was a thoughtful and forcible discussion of the theme, "The Mission of the American College." The mission was defined as primarily the development of the individual, putting the emphasis upon the subjects of study and the discipline that unfold a man's capacities and powers so that his world is larger, his satisfactions deeper and more abiding. But the development of the individual has an end beyond his own enrichment, as no man liveth to himself. The influence of education must reach beyond the charmed circle of scholarly tastes and satisfactions, and touch those larger interests of the community and humanity upon which the progress of civilization depends. If education does not do this, then it is but the development of a cult, an intellectual aristocracy, self-satisfied in its enjoyment of exclusive privileges, which, like every other aristocracy, is hostile to the general good. The final mission of education, therefore, is the uplifting of the whole human race, and because if this, it must be charged with the spirit if the broadest altruism, fostering world-wide

interests, humanitarian sentiment and faiths.

But in the outreach of thought and duty, in the ordering of life itself between the individual and humanity in general comes the nation, and it is this consideration that gives definiteness to the purposes of education and enables us to fix with some clearness the legitimate mission of the college. A distinction is to be made between true patriotism and that so-called patriotism which is as objectionable as it is noisy, as unworthy of large manhood as it is boastful and arrogant; between devotion to a name and devotion to an ideal; between the frenzied cry, "My country, right or wrong," and the deep resolute voice, "My country must be right."

President Raymond then showed that the distinctive mission of America is the privilege of working out the problem of popular government upon the basis of equal individual rights, a problem theoretically simple but practically found to be increasingly complicated. He then indicated some of the specific lines of influence which the college must follow in its general mission to develop American citizens, and advocated the introduction of studies directly connected with civic studies and the science of government—not, however, for the benefit of a group of specialists in political science, but as a part of the training which the college offers to all its students. He next spoke of the need of fostering an intensely democratic spirit in the college itself, opposing all fictitious distinctions between man and man. He referred to the rapid growth in our land of a contrary spirit whose influence is seen in the college world, to the loss of simplicity of life and independent judgment. In connection with this, he emphasized the need of a sense of honor to counteract the tendency of a materialistic age, which makes visible, tangible, sensuous success the controlling ambition. The college must quicken this sense of honor by the steady influence of its own high ideals and exalted life.

Finally, he spoke of the sense of obligation which can only be fostered through the inspiration of Christian truth, and the presence of the divine life itself. The spirit of an institution is of more far-reaching influence than its curriculum. The spirit of the American college must make the knowledge which it communicates, the thought which it stimulates, the culture which it fosters, means to the great end of service. In this way only will it be true to its mission as the servant of the State.

The Patrons' Day dinner was held in the gymnasium, in the afternoon, and was attended by a large number. President Merrill acted as toastmaster, and addresses were made by James C. Colgate, Esq., of New York; Dr. W. S. Ford, of Utica; Rev. William P. Wallace, of Utica, and Rev. Charles DeWoody, of Geneva.

The junior oratorical prizes, founded by Comptroller Grout, of New York city, were awarded this week to Wallace Teall Stock and Harry Thomas Collings, for excellence in the composition and delivery of orations.

Colgate was represented at the installation of President Butler, of Columbia, by President Merrill and Dean Crawshaw.

Prof. R. W. Moore has received leave of absence for next year. He will spend most of the time in Germany.

#### VASSAR COLLEGE.

The intercollegiate debate between Wellesley and Vassar was held on April 26 at the former college. Vassar supported the negative of the question: "Resolved, that it would be advantageous for the United States to subsidize her merchant marine." Miss C. Mildred Thompson, of Atlanta, Ga., the leader, with Miss Elizabeth F. Johnson, of Utica, N. Y., and Miss Celia Spicer, of Providence, R. I., as associates. The result was in favor of the Vassar contestants. About seventy, faculty and students, went on to Wellesley to hear the debate.

On March 13, M. Hugues Le Roux, of Paris, France, delivered an address before the College on *Le Roman contemporain*.

Miss Jane Addams, of Hull House, Chicago, gave a most interesting talk March 20 on "The College Woman and the Social Claim."

Prof. F. W. Kelsey, of the University of Michigan, lectured on "Recent Excavations and Discoveries in Pompeii," and Mr. Dwight Elmenhorf, of New York, gave an illustrated lecture on Venice, with moving pictures to illustrate the course of a gondola through the Grand canal and some of the smaller waterways.

On Founder's Day, May 2, Prof. Woodrow Wilson, of Princeton University, delivered an address on "Americanisms." Mr. Silas Woodell, of Poughkeepsie, presented the college with a model of the sun dial which Matthew Vassar had. President Taylor announced the gift of a new library building, the cost unlimited, and the edifice to be so constructed as to meet the needs of the future as well as present.

The Mary Richardson and Lydia Pratt Babbott fellowship has been awarded to Miss Elizabeth Kemper Adams, '93, formerly an instructor in English at Vassar.

The graduate scholarships for 1902-3 has been awarded to Miss Margaret A. Pollard, of Keene, N. H., for study in English and Latin; Miss Elizabeth F. Johnson, of Utica, N. Y., in mathematics and astronomy; Miss Elizabeth M. Smith, of Portland, Me., in mathematics; and Miss Bessie D. Wilson, of Brooklyn, in French and Latin.

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#### Hot Springs, N. C., in the "Land of the Sky"

Reached in twenty-four hours from New York in through Pullman Drawing-room sleeping cars via Southern Railway. A place where rest and recreation can be most happily combined. The climate and baths are especially applicable for nervous and rheumatic troubles. The pure mountain air, charming scenery and luxurious thermal baths are among the attractions which justly render Hot Springs a favorite resort for people seeking health and recreation. Elegant hotel, all modern improvements. For particulars call on or address New York offices, 271 and 1185 Broadway. Alex. S. Thweatt, Eastern Passenger Agent.

**NEW YORK STATE  
UNIFORM EXAMINATIONS**

HELD

THURSDAY AND FRIDAY, APRIL 10 AND 11, 1902

*Each of the following questions has 10 credits assigned to it, unless otherwise specified.*

**ARITHMETIC**

*Questions*

- 1 Define and give example of *a*) composite number; *b*) divisor; *c*) common divisor; *d*) greatest common divisor.
- 2 Four commercial travelers leave the home office on Thursday, January 2, 1902, on circuits of 4, 8, 12 and 16 weeks' travel respectively. If they continue traveling every week repeating their circuits, on what date will all first meet again at the office?
- 3 The numerator of a fraction is six-fifths of the denominator and the sum of the numerator and denominator is 319; what is the fraction?
- 4 What is the length of a plank  $1\frac{1}{2}$  in. thick, 1 ft. 6 in. wide, containing 36 board feet?
- 5 For how much must I make a 30 day note, without interest, that I may realize \$350 if discounted at 6%?
- 6 How many days will be required for 6 men to build 7 machines, if 12 men build 40 machines in 9 days? (Solve by proportion.)
- 7 Two-thirds of 12 is  $12\frac{1}{2}$  times  $\frac{1}{16}$  of what number? (Give full analysis.)
- 8 If it cost \$510 to fence a field 72 rd. by 98 rd., what will it cost at the same rate, to fence a square field of the same area?
- 9 What must be the height of a bin 10 ft. long and 4 ft. wide to hold 10 tons of coal, allowing the weight of a cubic foot of coal to be 56 lbs.?
- 10 A note for \$400 dated Jan. 2, 1901, and bearing five per cent. interest, has the following indorsement: Sept. 2, 1901, \$150. How much is due on Jan. 2, 1902?

*Answers*

- 1 *a*) Composite number is one which has integral factors besides itself and unity; *b*) divisor is a number which is exactly contained in another; *c*) common divisor is a divisor common to two or more numbers; *d*) greatest common divisor is the greatest divisor common to two or more numbers.

2 48 weeks—Dec. 4, 1902.

3  $1\frac{1}{4}$ .

4 16 ft.

5 \$351.75+.

6  $3\frac{1}{10}$  days.

7 16.

8 \$504.

9 8.92 ft.

10 \$267.718.

**GEOGRAPHY**

*Questions*

- 1 *a*) Which is shorter and by how much, the equatorial or the polar diameter of the earth? *b*) Why cannot this be accurately represented on artificial globes?

- 2 *a*) What is a glacier? *b*) Name three glacier fields. *c*) What is the origin of icebergs?
- 3 Name and give the location of *a*) six large seaport cities on the Atlantic coast of North America; *b*) three on the Gulf coast; *c*) three on the Pacific.
- 4 *a*) What river drains much of the northwestern part of the United States? *b*) For what industry is it noted?
- 5 Give the location of the volcanic belt in *a*) the eastern continent; *b*) the western.
- 6 Through what countries of South America does the meridian of Washington pass?
- 7 Name three important products of South American *a*) forests, *b*) fields and farms, *c*) mines.
- 8 *a*) What parallel forms a portion of the northern boundary of this State? *b*) What is the longitude of New York city?
- 9 Name three cities of this State whose location may be accounted for from physical conditions and state such conditions in each case.
- 10 Name *a*) the races of mankind; *b*) a people belonging to each race.

*Answers*

- 1 *a*) Polar diameter by about twenty-six miles.
- 2 *a*) On account of smallness of artificial globes as compared with the size of the earth, the difference in the length of the diameter cannot be accurately represented.

*b*) A glacier is a stream of ice whose source is above the limit of perpetual snow. *b*) In the Alps, in Alaska (Muir glacier), and in the region of Mt. Shasta, Mt. Tacoma and Mt. Hood in the United States. *c*) Whenever the end of a glacier projects into the sea, it is pushed farther and farther into the water until it breaks off and floats away in the form of an iceberg.

*3 *a*) Halifax, in Nova Scotia, on Atlantic coast; Boston, in Massachusetts, on Massachusetts bay; New York, in the State of New York, on New York bay; Baltimore, in Maryland, on Chesapeake bay; Charleston, in South Carolina, on the coast; Savannah, in Georgia, at the mouth of the Savannah river. *b*) Mobile, in Alabama, on Mobile bay; Galveston, in Texas, on Galveston bay; Vera Cruz, in eastern part of Mexico. *c*) Acapulco, in southwestern part of Mexico; San Francisco, in California, on San Francisco bay; Tacoma, in Washington, on Puget sound.*

*4 *a*) The Columbia. *b*) Salmon fisheries.*

*5 *a*) In Kamchatka and the islands of Kurile, Japan, Formosa, Philippine, Molucca, Australia, New Guinea, New Britain, New Hebrides and New Zealand, and southern Europe. *b*) In the region of the Andes, Sierra Nevada and Cascade mountains, Central America, Mexico, Alaska and the Aleutian islands.*

*6 Colombia, Ecuador and Peru.*

*7 *a*) Lumber, india-rubber, birds of plumage; *b*) coffee, cotton, sugar; *c*) gold, silver, diamonds.*

*8 *a*)  $45^{\circ}$  N. L. *b*)  $74^{\circ}$  west from Greenwich or  $3^{\circ}$  east from Washington.*

*9 New York, on account of its fine harbor and the Hudson river; Buffalo, on account of its location on Lake Erie and the terminus of the Erie canal; Albany, on account of its location on the Hudson river and the terminus of the Erie canal.*

10 a) and b) The Caucasian, most Europeans; the Mongolian, the Chinese or Japanese; the Ethiopian, natives of Africa; the Malay, natives of Malay peninsula and the islands of Oceanica; the Indian, natives of America.

### HISTORY OF EDUCATION

#### Questions

- 1 What was the dominating idea in Persian education?
- 2 What was the character of the Jewish home?
- 3 What was Plato's idea in regard to the relation of a) the child to the State; b) intellectual to physical education?
- 4 What were the chief purposes of education in Rome during the early centuries of its history?
- 5 What condition in English education can be traced to the influence of Alfred the Great?
- 6 Name one university organized early in each of the following countries: England, Germany, France, Italy.
- 7 What are the requirements of the "Saxony Plan" of Melanchthon as to a) number of studies pursued; b) language used; c) gradation of pupils?
- 8 In what century, where and by whom was the first normal school established?
- 9 What did St. Augustine hold regarding a) pagan literature; b) the chief subject to be taught in school?
- 10 What was the character of the education of women during the feudal ages?

#### Answers

1 The highest aim of Persian education was to inculcate in her youths ideas of temperance and justice, and to train them to maintain the military supremacy of the State.

2 The Jewish home life was the purest of antiquity. Monogamy was practiced and the wife was regarded as the equal of her husband. Children were regarded as the gifts of God; therefore, the father's aim was to bring up his children in the service of the Lord. The father taught his boys reading and writing, and the mother taught the girls household duties; but the latter were not entirely excluded from intellectual training.

3 a) The State shall have absolute control of the child. b) He gave predominance to intellectual culture. He said, "If the mind be educated it will take care of the body, for the good soul improves the body, and not the good body the soul."

4 Under the Republic Rome gave preference to education of the Spartan type. "Rome worked for practical ends; she was guided only by considerations of utility; she had no regard for ideals; her purpose was simply the education of soldiers and citizens who would be obedient and devoted. She did not know man in the abstract; she only knew the Roman citizen."

5 Alfred did not seek universal education, but he urged that the children of every freeman should be able to read and write and should have instruction in Latin. The fact that England has laid stress upon the education of the upper classes but has been slow to provide for the masses is traceable to his influence.

6 England—Oxford; Germany—Heidelberg;

France—Paris; Italy—Salermo. (Answers will vary.)

7 a) There must not be too many studies; b) Latin; c) at least three grades or classes.

8 The first normal school was established at Reims, by LaSalle in 1684. (Authorities differ.)

9 a) It should be excluded. b) History in narrative style.

10 Considerable attention was paid to the education of women. Girls were taught the domestic arts and forms of etiquette; they also learned to read and write and were made familiar with poetry. They were carefully prepared to sustain the peculiar duties of feudal womanhood.

### ALGEBRA

#### Questions

1 Remove all signs of aggregation and simplify  

$$3a [b+c(a-b)+(ab-ac)-2b(c-a+2b)].$$

2 Find the greatest common divisor of  $a^8+2ab+b^3$ ,  

$$3a^2-3b^2, a^4-2a^3b+3b^4.$$

3 Find the value of  $x$  in the equation  $\frac{c-d}{ax} = \frac{m+n}{bx}$

$$\frac{c-d}{bx} = 1.$$

4 Given  $\frac{a^8+3a^3b+3ab^3+b^8}{3a^2+3ab} \div \frac{a^8-b^8}{a+b}$ . Express the result in its simplest form.

5 Find, by use of the binomial theorem, the 5th power of  $x-a$ . (Leave all work on the paper.)

6 Reduce to simplest form a)  $\sqrt[2]{\frac{5}{9}}$ ; b)

$$\frac{a}{a-b} \sqrt{\frac{a-b}{a+b}}.$$

7 Find the values of  $x$  in the equation  $3x^2 - 7x = 6$

8 Form two simultaneous equations of the first degree, each containing two unknown quantities and eliminate one of these unknown quantities by the method of substitution.

9 a) What is the law of exponents in multiplication? b) What are the terms of an algebraic expression?

10 What number is that which is as much greater than 67 as its third part is less than 25?

#### Answers

1  $3ab - 9abc + 9a^2b - 12ab^2$ .

2  $a+b$ .

$$bm+bn-ac+ad$$

$$3 x = \frac{ab}{(a+b)^2}$$

$$4 \frac{(a+b)^2}{3a(a-b)}$$

$$5 x^8 - 5x^6a^2 + 10x^5a^3 - 10x^4a^4 + 5xa^6 - a^8.$$

$$6 a) \frac{2}{9}\sqrt[2]{15}; b) \frac{a}{a-b} \sqrt{a^2-b^2}.$$

$$7 x = 3 \text{ or } -\frac{2}{3}.$$

8 Answers will vary.

9 a) The exponent of any letter in the product is equal to the sum of the exponents of this letter in the multiplicand and multiplier. b) The terms of an algebraic quantity are the parts or divisions made by the signs + and —.

10 69.

## CIVIL GOVERNMENT

### Questions

- 1 How are the following officers chosen: a) attorney-general of the State of New York; b) attorney general of the United States?
- 2 Name one duty of a) the court of appeals of this State; b) the State court of claims.
- 3 a) What is the chief executive officer of a county called? b) Who has authority to remove him from office?
- 4 Name two duties of the secretary of state of the United States.
- 5 a) To which department of the national government does the weather bureau belong? Name an important duty of this bureau.
- 6 State the two executive functions of the United States senate.
- 7 Give two reasons why the vice-president has less power in legislation than the speaker of the house of representatives.
- 8 a) What officers determine the value of the taxable property of each person of the town? b) How and when are these officers chosen?
- 9 What officers constitute the town board?
- 10 Name three duties of the board of supervisors.

### Answers

1 a) By the voters of the State at a general election. b) Appointed by the president and confirmed by the senate.

2 a) To review decisions of lower courts properly brought before it. b) To hear and decide upon the claim which an individual may present against the State.

3 a) Sheriff. b) Governor.

4 He has charge of all official correspondence with foreign governments. He is the custodian of the laws enacted by congress. (Other answers may be given.)

5 a) The department of agriculture. b) Under its direction observations are taken and the probable changes in the weather are determined.

6 To ratify treaties made with foreign governments and to confirm appointments made by the president.

7 The speaker of the house appoints the standing committees of that body, while the vice-president does not have similar power in the senate. The speaker has a vote on all questions and the vice-president has not. A member of the house cannot speak until formally recognized by the speaker. The house being a much larger body than the senate, the speaker may show greater favor to his friends than the vice-president.

8 a) The town assessors. b) By the voters of the town at the biennial town meeting.

9 The supervisor, town clerk and justices of the peace of the town.

10 To meet as a board of county canvassers and perform the duties thereof. To have the care

and custody of the corporate property of the county. To audit all lawful accounts and charges against the county and to direct that the sums necessary be raised to pay the same. (Other answers may be given.)

## SCHOOL LAW

### Questions

- 1 a) Name two school officers who may be removed by the State superintendent. b) For what causes may they be removed?
- 2 If a common school district has no treasurer, upon whom are orders drawn a) for money received from the State; b) for money collected in the district?
- 3 When a common school district has three trustees, what is necessary in order to secure legal action by the board, as to a) notice of board meeting; b) number attending; c) number concurring in any decision of the board?
- 4 Upon what basis are school moneys apportioned to districts by school commissioners?
- 5 What teachers are required by law to attend teachers' institutes?
- 6 In what additional subjects must a teacher holding a second grade certificate earned since August, 1900, pass examination in order to receive a first grade certificate?
- 7 Between what ages must all children mentally and physically competent attend upon instruction during some portion of the school year?
- 8 What is the legal provision in regard to the manner of voting for district officers?
- 9 a) For how long is a school commissioner elected; b) a sole trustee?
- 10 Under what conditions may a school commissioner appoint a district trustee?

### Answers

1 a) A school commissioner and any school district officer. b) For any wilful violation or neglect of duty, or for wilfully disobeying any order, decision or regulation of the State superintendent.

2 a) Upon the supervisor of the town in which the district is located. b) Upon the collector of the district.

3 a) At least 24 hours notice of the meeting. b) Two. c) Two.

4 On the aggregate attendance of pupils.

5 All teachers under contract to teach in a school commissioner district at the time an institute is held in such district must attend such institute. If a board of education in an incorporated village of 5,000 people decides not to close the schools of such village, then the teachers thereof are excused from attending such institute.

6 Algebra, book-keeping, physics and history of education.

7 Between eight and fourteen years.

8 That all district officers shall be elected by ballot.

9 a) Three years; b) one year.

10 When a vacancy in the office has existed for one month and the district has failed to fill the same by special election.

## PHYSICS.

## Questions

- 1 Name *a*) two practical purposes for which the wedge is used; *b*) three common articles made on the principle of the wedge.
- 2 Name *a*) three different kinds of substances; *b*) two specific properties of each.
- 3 Explain how a thermometer measures temperature.
- 4 A glass jar will hold 163.596 pounds of mercury or 12 pounds of water. Find the specific gravity of the mercury.
- 5 Name four principal parts of the telegraph.
- 6 Describe an experiment showing the elasticity of gases.
- 7 Upon what two things does the intensity of light depend?
- 8 What strings of the piano give *a*) the lowest notes; *b*) the highest notes? *c*) Why?
- 9 Define friction, force, momentum.
- 10 Show what relation atmospheric pressure bears to the boiling point of liquids.

## Answers

- 1 *a*) Splitting timber and lifting heavy weights, splitting flags and lifting vessels in a dock. *b*) Nails, needles, pins, knives, axes, etc.
- 2 *a* and *b*) Glass—transparency and brittleness. Air—compressibility and expansibility. Water—porosity and elasticity of volume.
- 3 The thermometer consists of a glass bulb and a capillary tube. The bulb and a portion of the tube is filled with mercury, then it is brought to so high a temperature that the mercury reaches the top of the tube. The opening is then fused and the mercury is hermetically sealed within the tube. The thermometer is placed in melting ice contained in a perforated vessel. When the mercury column has come to rest, a mark is made on the glass tube at the level of the mercury. This is called the "freezing point." By placing the thermometer in water boiling under a pressure of one atmosphere, the "boiling point" is ascertained, and then the thermometer is graduated between these two points.
- 4 12) 163.596

13.633 specific gravity.

- 5 Electro-magnet, key, battery, circuit or wire; receiver, transmitter, battery, relay, wire.

- 6 Invert a tumbler and immerse it in a jar of water; the water will rise a short distance into the tumbler. Then raise the tumbler to the surface of the water and the water line in the tumbler and outside of it will be the same, showing that the pressure of the water caused the air in the tumbler to be contracted and that it again expanded as soon as the pressure was removed.

- 7 Distance from the source and angle of incidence.

- 8 *a*) The bass or lower. *b*) The treble or upper. *c*) The bass strings are longer and heavier than the treble. 1) Number of vibrations per second decreases as the length of the cord increases. 2) Number of vibrations per second decreases as the square root of the weight of the cord increases per linear unit.

- 9 *a*) Resistance with which a moving body meets from the surface upon which it moves. *b*)

Any cause that tends to produce, change, or destroy motion. *c*) The quantity of a body's motion. It is the product of the numbers representing its mass and velocity.

10 At a high altitude where atmospheric pressure is slight water boils at a lower temperature than at sea level. Increase of pressure raises the boiling point; a decrease of pressure lowers it.

## METHODS AND SCHOOL ECONOMY

## Questions

- 1 What should be the character and the scope of the work in arithmetic the first three years of school?
- 2 Give an example of *a*) analytic method in teaching; *b*) synthetic method.
- 3 Name in the order of preference the three directions from which light might properly enter the school room, with reference to the pupils.
- 4 Give a program for opening exercises in a grammar grade in a school in which there is no general assembly.
- 5 *a*) In the inspection of pupils' written lessons, should all the papers of all the pupils be examined? *b*) Give reasons for your answer.
- 6 Give two reasons why the teaching of reading is of special importance.
- 7 Discuss the value of poetry in *a*) primary grades, *b*) advanced grades.
- 8 Give a plan for teaching current topics, that will give each pupil definite work, and keep the whole class well informed upon important current events.
- 9 *a*) State an argument in favor of vertical writing; *b*) an argument against it.
- 10 In what way should the length of the recitation be affected by *a*) the grade of the pupil; *b*) the subject studied; *c*) other conditions?

## Answers

(The answers in this subject are largely suggestive.)

- 1 *a*) It should be treated more as an art than as a science, and the aim should be to cultivate accuracy and facility in the elementary processes more than to develop the reasoning powers. *b*) The scope will differ according to the method pursued.

Fundamental operations, and simple work in fractions. Concrete work with analysis, easy problems in mental arithmetic. (Teachers manual, department of public instruction.)

- 2 *a*) It is the deducing of particular facts from a general law. *b*) It is the grouping of particular facts and thereby obtaining the general law. An example of analytic method is found in the "sentence method" of reading; of synthetic in the "phonetic method."

- 3 1) Left shoulder, 2) back, 3) right shoulder.

- 4 *a*) Singing, devotional or patriotic. *b*) Roll-call answered by quotations. *c*) Literary exercises. *d*) Singing, bright, quick time.

A description of an experiment in physics, discussion of some political events, recitation of a poem, or examination and classification of some

natural history specimen, are some of the things that may form a basis for the literary exercise.

5 1) *For*—Each pupil is shown his own faults and has an opportunity to correct them. 2) *Against*—Takes too much of the teacher's time; a better plan would be to have the most common errors noted, and corrected by the class.

6 1) It is essential for a comprehension of all other subjects. 2) It is the means by which education in after life is obtained.

7 Poetry in the lower grades adds valuable words to the child's vocabulary, guides and nourishes the imagination and contributes beautiful thoughts. In the higher grades it awakens the sense of the beautiful and sublime as prose cannot do. In the reading of rhythmic poetry, particularly in the lower grades, care must be exercised that too much stress be not laid on the accented syllables of the feet.

8 Divide the school into divisions and assign to each a certain class of topics, as domestic, national, foreign, biographical, etc. Have one or two periods each week given to the consideration of this work. Let each division present its collection. It is of advantage to have some special features written out. Current topics may be used for language or composition exercise, or the articles may be "published" in the *School Gazette*, a paper edited by a chief and one assistant from each division.

9 a) Plain, easy to make and easy to read; b) said to be slow, and spoiled by speed.

10 a) The length of the recitation in primary classes should be less than in those more advanced. b) Some studies require less time than do others. Spelling or any lesson that is largely a matter of memory or narrative requires less time than one in which reasoning is exercised or there is development to be done. c) The longer recitations should come early in the day; lessons should be shortened when students are wearied and inattentive; a recitation should be shorter in warm than in cold weather.

## READING

### Questions

*Each of the following questions has 20 credits assigned to it.*

Labor is life!—'tis the still water faileth;  
Idleness ever despaireth, bewaileth;  
Keep the watch wound, for the dark rust assaileth!  
Flowers droop and die in the stillness of noon.  
Labor is glory!—the flying cloud lightens;  
Only the waving wing changes and brightens;  
Idle hearts only the dark future frightens:  
Play the sweet keys, wouldest thou keep them in  
tune!—Frances S. Osgood.

- 1 What is the teaching of the above paragraph?
- 2 What inflection follows a) direct questions; b) answers to direct questions; c) Give an illustration of each properly marked.
- 3 a) Define enunciation. b) Name and give examples of three classes of faults in enunciation.
- 4 Mark the accented syllables and emphatic words in the following quotation: "Living I shall assert it, dying I shall assert it."

5 Name five books, other than school readers, suitable for supplemental reading in the fifth grade.

### Answers

I Labor makes life useful, happy and glorious; but idleness leads to fear, sorrow and despair.

2 a) Rising, b) falling. c) Are you going? I am.

3 a) It is the mode of utterance as regards fullness and distinctness of the elementary sounds.

b) 1) Suppression of syllables—*reg late*. 2) Omission of the sound of a letter—*goin'*. 3) Blending the termination of one syllable with the beginning of the next. *I scream for ice cream*.

4 *Living* I shall assert it, *dying* I shall assert it.

5 (Answers will vary—See Report of State Superintendent of Public Instruction, 1900. Exhibit 6, page 13, 14.)

## ENGLISH COMPOSITION

### Questions

1 Show why the infinitives in the following sentences are correctly used:

I should have been happy to meet you.

I am happy to have met you.

I am happy to meet you.

2 Give reasons for the use of each of the punctuation marks in the following: "You must confess, Kenyon, that you never chisled out of marble, nor wrought in clay, a more vivid likeness than this, cunning bust-maker, as you think yourself."

3 Correct such of the following sentences as need to be corrected, and give the reasons therefor: a) Shall you be twenty years old next week? b) Who do you think she is? c) He is not as old as he looks. d) Please, can I be excused?

4 Write a letter of recommendation for one of your pupils who is seeking a position as an errand boy in a large department store, emphasizing such traits as particularly qualify him for the position.

5 Give reasons why the italicized words cannot always be used for the words with which they are coupled: a) *individual*, person; b) *wages*, salary; c) *female*, woman; d) *party*, person.

6 Select an adjective of praise or commendation appropriate to each of the following: a) Niagara Falls; b) novel; c) weather; d) examinations; e) grapes.

7 Unite the following statements into a single complex sentence:

My worthy friend put me under the particular care of his butler.

His butler was a prudent man.

He was desirous of pleasing me.

He heard his master speak of me as a particular friend, and that is why he tried to please me.

8-10 Write a composition of not less than one hundred words on any one of the following subjects:

Prince Henry's Visit to America.

Some Popular Superstitions.

Seed Travelers.

A Critical Moment in My Life.

Credits will be given on the merits of the composition with particular reference to three points: 1) the matter, *i. e.*, the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals and general appearance.

### Answers

1 The present infinitive expresses an action as present or future, and the present perfect expresses it as completed at the time indicated by the principal verb. In the first sentence, the act of meeting was not completed at the time indicated by the principal verb, so the present infinitive is correct. In the second sentence, the act denoted by the infinitive was completed prior to the time indicated by the principal verb, so the perfect infinitive is correct. The meeting took place before the time of being glad. In the third sentence, the act denoted by the infinitive is present with reference to the time of the principal verb. I am happy at this moment of meeting.

2 Quotation marks are used because this is a direct quotation. *Kenyon* is set off by commas because it is a noun in direct address. *Nor wrought in clay* is set off by commas because the predicates *chisled* and *wrought* are emphatically distinguished in thought and differently modified. The comma after *this* sets off a clause not closely connected with the rest of the sentence. The period is used at the close of a declarative sentence.

3 a) *Will* you be twenty years old next week? *Will* should be used in the second person in a question of simple futurity. b) Is correct. c) He is not *so* old as he looks. So—as should be used with a negative to deny quality of degree. d) Please, *may* I be excused? *Please* indicates that a request is being made and permission asked; *may* is used to denote permission; *can*, ability.

5 a) *Individual* cannot be used for *person* when it is applied to a single unit that is not a human being. b) *Wages* cannot be used in speaking of the compensation for a comparatively long period of time (as a year) or for the higher kinds of labor. c) *Female* includes all individuals belonging to the female sex whether in plant, animal or human life. *Woman* is a female human being or person. *Female* cannot be used when the mental and spiritual characteristics rather than the animal of the woman are emphasized. d) *Party* cannot be used for person when it includes more than one, for instance, a political faction, or when it is used to designate specifically an agent without regard to personality.

6 a) Wonderful, magnificent; b) interesting, instructive; c) pleasant, fair; d) fair thorough; e) luscious, delicious.

7 My worthy friend put me under the particular care of his butler, who was a prudent man and very desirous of pleasing me because he had heard his master speak of me as of his particular friend.

8-10 and 4 will be judged with particular reference to the points: 1) the matter, *i. e.*, the thought expressed; 2) the correctness and propriety of the language used; 3) the orthography, punctuation, division into paragraphs, use of capitals and general appearance.

### GRAMMAR

1 It is impossible for the thoughtful student  
2 of history to walk across Trafalgar Square,  
3 and gaze on the image of the mightiest naval  
4 hero that ever lived, on the summit of his  
5 lofty column and guarded by the royal lions,  
6 looking down towards the government-house  
7 of the land that he freed from the dread of  
8 Napoleonic invasion and towards that ancient  
9 church wherein the most sacred memories of  
10 English talent and English toil are clustered  
11 together—it is impossible, I say, to look at this,  
12 and not admire both the artistic instinct that  
13 devised so happy a symbolism, and the rare  
14 good-fortune of our Teutonic ancestors in  
15 securing a territorial position so readily  
16 defensible against the assaults of despotic  
17 powers.—*John Fiske*.

The first eight questions refer to the above selection.

In order to secure some degree of uniformity in answer papers, it is recommended that candidates observe the following suggestions:

1 Clauses are principal or subordinate. Subordinate clauses include a) subject clauses; b) objective clauses; c) adjective clauses; d) adverbial clauses.

2 In naming a clause, include only its unmodified subject and unmodified predicate.

3 In giving modifiers, if words, name the parts of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

4 An object of a transitive verb is classed as a modifier of that verb.

5 In parsing a noun or pronoun, observe the following order: class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

6 In giving the syntax of a noun or pronoun, give only the case and the reason for it.

7 Verbs are divided into two classes, viz., transitive and intransitive. A transitive verb may be used in the active or passive voice.

8 In parsing a verb, observe the following order: principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

### Questions

- 1 Classify according to note 1 the following clauses: a) *that lived* (line 4); b) *he freed* (line 7); c) *memories are clustered* (lines 9 and 10); d) *it is impossible* (line 11); e) *I say* (line 11).
- 2 Give three modifiers of a) *looking* (line 6); and three of *position* (line 15).
- 3 Select five adjective phrases and five adverbial phrases (each composed of a preposition and noun), exclusive of any phrases previously selected.
- 4 Parse a) *impossible* (line 1); b) *that* (line 12).
- 5 Parse a) *gaze* (line 3); b) *guarded* (line 5).
- 6 State what each of the following words connects: a) *that* (line 4); b) the first *that* (line 7); c) *wherein* (line 9).
- 7 Select all the verbs in the indicative mode, classifying them as transitive or intransitive, and if the former, state whether they are in the active or passive voice.
- 8 Give syntax of a) *looking* (line 6); b) *securing* (line 15).
- 9 Write a sentence a) whose subject is a clause; b) whose predicate contains a clause used as attribute (predicate nominative). In each case underline the clause.

- 10 a) Give an example of an improper use frequently made, of the verb *lay*, and of the colloquial word *don't*. b) Correct the examples given, and state reason for each correction.

*Answers*

- 1 a) Subordinate, adjective; b) subordinate, adjective; c) subordinate, adjective; d) principal (parenthetical); e) principal (parenthetical).

2 a) The adverb *down*, the phrases *towards government-house* and *towards church*. b) The article *a*, the adjective *territorial* and *defensible*.

3 Adjective: any five of the following: *of history*, *of hero*, *of column*, *of land*, *of invasion*, *of talent and toil*, *of ancestors*, *of powers*, *on summit*. Adverbial: *across Square*, *on image*, *by lions*, *from dread*, *against assault*.

4 a) *Impossible* is a qualifying adjective, cannot be compared, a predicate attribute of *is*, modifying the subject *it* (*for student to walk and gaze*) of *is*. b) *That* is a relative pronoun; third person, singular number, neuter gender, to agree with its antecedent, *instinct*, and nominative case, subject of *devised*.

5 a) *Gaze* is a verb; principal parts: pres., *gaze*; past, *gazed*; pres. part., *gazing*; past (perfect) part., *gazed*. It is regular, intransitive, active, infinitive, present; and with its subject, *student*, is object of the preposition *for*. b) *Guarded* is a verb; principal parts: pres., *guard*; past, *guarded*; pres. part., *guarding*; past part., *guarded*. It is regular, transitive, being a passive past participle, modifying *hero*.

6 a) The clause *that lived with hero*; b) the clause *he freed with land*; c) the clause *memories are clustered with church*.

7 Transitive: *freed* (active) *arc clustered* (passive), *say* (active), *devised* (active). Intransitive: *is* (lines I and II), *lived*.

8 a) *Looking* is a present participle, modifying *hero*. b) *Securing* is a participle, the principal word in the phrase *in securing position*, and completed by the noun *position*. (Reed and Kellogg. See also Metcalf's English Grammar, p. 133, and Maxwell's English Grammar, p. 198.)

9 a) *That he is honest* is shown by this act. b) The fact is that *he is unwilling to act*.

10 "Lay down if you are tired," should be "lie down if you are tired." The verb *to lay* is transitive and should not be confounded with the intransitive *to lie*, meaning to recline. "*He don't know how to do it*" should be, "*he doesn't know how to do it*." *Don't* is the contrated form of *do not*, which is third, plural. The contracted form of the third, singular verb is here required, viz., (does not) doesn't.

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PHYSIOLOGY AND HYGIENE*Questions*

- 1 a) What purpose do starch foods serve in the body? b) Name five articles of food that contain much starch.
- 2 Name a) the three principal bones of the arm; b) the corresponding bones of the leg.
- 3 Name three general uses of voluntary muscles.
- 4 What changes take place in the air in passing through the lungs?

- 5 a) What organs located in the skin help to purify the blood? b) What other function do they perform?

- 6 Give the location of a) the liver, b) the pancreas. c) What digestive fluid does each secrete?

- 7 How is the action of the heart affected by a) temperature; b) exercise?

- 8 Describe the structure of a tooth.

- 9 What is the physical effect on the brain of the excessive use of alcohol?

- 10 Name the organs of respiration.

*Answers*

- 1 a) They are a source of muscular force, and a source of heat. b) Rice, arrowroot, tapioca, the cereals, and potatoes.

- 2 a) Humerus, ulna, radius; b) femur, tibia, fibula.

- 3 They produce various movements of the body, give form to the body, and, together with the bones, protect the internal organs.

- 4 The air gives up a large part of its oxygen, and receives carbonic acid, watery vapor, and other waste products. It also acquires a higher temperature.

- 5 a) Perspiratory glands. b) They regulate the temperature of the body.

- 6 a) The liver is just below the diaphragm, on the right side of the body; b) the pancreas lies behind the stomach. c) The liver secretes the bile and the pancreas secretes the pancreatic juice.

- 7 a) Its pulsations are increased by heat and diminished by cold; b) its action is accelerated.

- 8 Its interior is filled with *pulp*, a delicate substance containing nerves and blood-vessels. The pulp is surrounded by *dentine*, a hard substance somewhat resembling bone. The roots are covered by *cement* and the crown is covered by *enamel*, the hardest substances in the body.

- 9 Alcohol absorbs the water from the brain, thus causing it to become hardened and shrunken. The nerve cells and fibers become shriveled and the blood-vessels weakened.

- 10 The nasal passages, the pharynx, the larynx, the trachea, the bronchial tubes and the lungs.

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CURRENT TOPICS*Questions*

*Each of the following questions has 12½ credits assigned to it.*

- 1 a) What islands have recently come into the possession of the United States? b) How were they obtained? c) Why are they valuable to this country?

- 2 Write briefly on the principal facts relating to the recent visit of Prince Henry to this country as to a) the object of his visit; b) his reception by the American people.

- 3 What change has recently taken place in the president's cabinet?

- 4 Write a) on the recent floods; b) on a recent fire resulting in the destruction of a large amount of property, or in loss of many lives.

- 5 State the substance of an important measure considered by the present congress.

- 6 State the substance of an important measure considered by the late session of the legislature of this State.
- 7 Write on questions of current interest in relation to any three of the following: Col. Francis W. Parker, Dr. Henry Hopkins, Charles L. Tiffany, Lord Methuen, Joseph Chamberlin, John P. Altgeld.
- 8 a) What is meant by the Isthmian canal? b) What are the advantages to be derived from this water way?

*Answers*

1 a) The treaty for the purchase of the Danish West Indies has been ratified by the senate, and these islands will come into the possession of this government upon the formal ratification of the treaty by the Danish government. b) By purchase, the price being \$5,000,000. c) For coaling stations and for military and naval purposes.

2 One object of his visit was to be present at the launching and christening of the Emperor's yacht, Meteor III. By request of the Emperor, President Roosevelt's daughter performed the ceremony of christening the boat. Another, and no doubt the chief object of his visit, was to establish more intimate relations between the United States and Germany. b) He was received with great cordiality and enthusiasm by the American people.

3 The secretary of the navy, Hon. John D. Long, has handed his resignation to the president. Congressman William H. Moody, of Massachusetts, has been selected as his successor.

4 On February 2 occurred a terrible fire in Waterbury, Conn., which destroyed the business portion of the city. Loss about \$5,000,000. On February 9 a great fire swept through Paterson, N. J., destroying property valued at \$10,000,000. Five hundred dwelling houses were destroyed, also five churches and several public buildings. On February 22 the Park Avenue hotel was burned. Eighteen persons were killed and over fifty severely injured. A great conflagration occurred at Atlantic City, April 3, destroying eight hotels. Loss \$2,000,000. The States of New York, New Jersey and Pennsylvania suffered greatly from the floods of March 1 and 2. The heavy rain which poured during two days caused the rivers to overflow their banks, and consequently hundreds of families were left homeless. In the latter part of March there were great floods in the river valley of the Southwest. The town of Harriman, Tenn., was partially destroyed by the flood, due to the overflow of Emory river. (Other answers accepted.)

5 The war tax repeal bill. This bill reduces revenues by upwards of seventy million dollars. (Other answers accepted.)

6 The bill to increase the free school fund. This bill increases the free school fund by \$250,000 and at the same time changes the basis of apportionment. The bill provides that every district having an assessed valuation of \$40,000 or less shall receive a teacher's quota of \$150 for the first teacher employed therein, and that every other school district shall receive \$125 for the first teacher employed, and every district and city shall receive from the State \$100 for each additional teacher employed therein. (Other answers accepted.)

7 Col. Francis W. Parker, late director of the

school of education, University of Chicago, died March 2. Colonel Parker was one of the foremost educators of the country. A large part of his life was spent in educational work in New England and Illinois.

Dr. Henry Hopkins, a Congregational minister, of Kansas City, Mo., has been elected to succeed Dr. Carter as president of Williams College.

Charles L. Tiffany, the great New York merchant, died February 18, at the age of 90 years. He was the founder of the famous jewelry establishment of Tiffany & Co., in New York city.

Lord Methuen, a British officer in the Boer war, was recently captured by General Delarey, a Boer officer. Lord Methuen was soon released and sent back to the British lines.

Joseph Chamberlin, British colonial secretary, is preminantly mentioned as the person to succeed Lord Salisbury as prime minister of Great Britain after the coronation of King Edward.

Ex-Governor John P. Altgeld, of Illinois, died in March.

8 a) The proposed canal either across the Isthmus of Panama or across Central America. b) The advantages are chiefly commercial. Much time and expense will be saved by having a shorter route from Atlantic to Pacific ports. It will also prove a great advantage to the United States in time of war.

**BOOK-KEEPING***Questions*

**NOTE.**—In writing this paper candidates may use either the single or the double entry system.

- 1 a) What is meant by books of original entry?  
b) Name these books.
- 2 a) Compare the purposes and the manner of keeping the day-book with that of keeping the ledger. b) Name two books to which the term, *auxiliary*, is applied
- 3-4 The books of George Lemon show the following entries:
- |                                   |          |
|-----------------------------------|----------|
| a) Albert Johnson                 | Dr.      |
| To suit of clothes and overcoat   | \$ 48.25 |
| b) Park Company                   | Dr       |
| To cash on account.....           | 250.00   |
| c) Cash                           | Cr.      |
| Expenses, postage and stationery, | 1.90     |
| Park Company, for check.....      | 250.00   |
| d) Cash                           | Dr.      |
| Note of John Hanigan.....         | 300.00   |
| Interest .....                    | 18.00    |

e) Dr. AMOS WATERBURY Cr.

|          |                 |  |           |                 |
|----------|-----------------|--|-----------|-----------------|
| To mdse  | 4 <sup>00</sup> |  | By cash.  | 8 <sup>00</sup> |
| To labor | 2 <sup>50</sup> |  | By note.. | 2 <sup>50</sup> |

Explain in full the transactions represented above and name the book in which item is found, also all other books where it should appear in some form.

- 5 Memoranda. John Dake, of Utica, sold, February 21, 1902, A. T. Hullett on account 5 lbs. rice at 10c., 2 lbs. blk. pepper at 30c., 5 gal. kerosene oil at 10c., 1 gal. N. O. molasses at 6c. Make an itemized bill of the above account and receipt it for John Dake, April 11, 1902.

- 6 The following are facts from the books of Henry Martin:  
 Investment, \$5,400. Balances from ledger accounts: Jones & Co., Dr. \$925; Arthur Hovey, Dr. \$1,050; Beaker & Co., Cr. \$900; W. H. Leggett & Co., Cr. \$630; cash on hand, \$1,275. Inventory, \$3,374. Make a formal statement of the above facts showing resources and liabilities, gain or loss, and present worth.
- 7 Write on this date, a negotiable, interest-bearing note for 60 days, payable at the Wyoming Co. National bank, Warsaw, N. Y., payee yourself, maker James Bowen.
- 8 Write endorsement necessary to transfer to Caswell & Company note mentioned in number 7.
- 9 Write your check on Columbia bank, New York, in payment of a bill, due Henry Holt & Co., amounting to \$40.
- 10 Write in proper form, a receipt given by Henry Holt & Co. in acknowledgment of the payment mentioned in number 9.

*Answers*

1 Books in which entries are first made. Day-book, sales-book, order-book, invoice-book.

2 a) Day-book is for the purpose of recording transactions in detail and in order of time. Ledger is for the purpose of arranging accounts of each individual or firm doing business with the firm, showing his exact standing by debits and credits.  
 b) Bill-book, order-book, sales-book.

3-4 a) Albert Johnson bought of Lemon on account suit and overcoat \$48.25—day-book; ledger.  
 b) Lemon paid Park Company \$250 for goods previously bought—day-book; ledger, cash-book.  
 c) Lemon paid cash \$1.90 for expenses, and Park Company \$250 on account—cash-book; 1) none, 2) day-book and ledger. d) Lemon received from John Hannigan principal and interest on note due—cash-book; bill-book, ledger and day-book.  
 e) Lemon sold to Waterbury on account merchandise to the amount of \$40, and labored for him for which he charged \$2.50. Waterbury paid Lemon cash \$30, and given his note for \$22.50. Ledger. First two items found in the day-book, third in the cash-book and day-book, fourth in the day-book and bill-book.

5 A. T. Hullett      UTICA, N. Y., Feb. 21, 1902.  
 To JOHN DAKE, Dr.

5 lbs. rice @ 10c.....\$0.50  
 2 lbs. black pepper, @ 30c.....60  
 5 gal. kerosene, @ 10c.....50  
 1 gal. N. O. molasses.....60    \$2.20

Received payment April 11, 1902      JOHN DAKE.

| 6 STATEMENT                  |                                |
|------------------------------|--------------------------------|
| RESOURCES                    | LIABILITIES                    |
| Ledger. Jones & Co. \$925.00 | L'ger Beaker & Co. \$900.00    |
| Arthur Hovey 10 00           | W. H. Leggett & Co. 630.00     |
| Cash.....1275.00             |                                |
| Inventory.....3374.00        | Pres't worth (red ink) 5004.00 |
|                              | \$6624.00                      |
|                              | \$624.00                       |

| GAIN OR LOSS             |                             |
|--------------------------|-----------------------------|
| Investment.....\$5400.00 | Present worth.....\$5004.00 |
|                          | Net loss (red ink)..306.00  |
| \$5400.00                | \$5004.00                   |

7      WARSAW, N. Y., April 11, 1902.  
 Sixty days after date I promise to pay to John Doe, or order, One Hundred Dollars at Wyoming County National bank. Value received, with use.

JAMES BOWEN.

8 Pay to Caswell and Company.      JOHN DOE.  
 (On back of note.)

9      NEW YORK, April 11, 1902.  
 COLUMBIA BANK  
 Pay to Henry Holt & Co. Forty Dollars (\$40.00).      JOHN DOE.

10     NEW YORK, April 11, 1902.  
 \$40.00  
 Received from John Doe Forty Dollars in payment of bill due.      HENRY HOLT & CO.

## AMERICAN HISTORY

*Questions*

- 1 a) What explorations were made in the New World before the year 1500? b) Give the names of the persons by whom these explorations were made.
- 2 a) Who was the most noted Frenchman in America during the early part of the seventeenth century? b) Name two of his achievements in the New World.
- 3 State a historical fact connected with the name of each of the following generals: a) Braddock, b) Montcalm, c) Herkimer, d) Sherman.
- 4 a) Why did the colonists resist taxation by the mother country? b) Name three colonial orators whose speeches did much to cause such resistance.
- 5 Describe the first capture of Ticonderoga during the revolution.
- 6 a) What political parties arose at about the time of the adoption of the constitution? b) Name two leading men in each of these parties.
- 7 a) What addition was made to the territory of the United States during the first 25 years of its administrative period? b) Name three States admitted to the Union during this time. c) Name two great inventions that were made during the same period.
- 8 Name a president (excluding Washington)  
 a) elected with little or no opposition;  
 b) elected by the house of representatives;  
 c) declared elected by an electoral commission.
- 9 What was the decision of the United States supreme court in the Dred Scott case as to a) the Missouri compromise; b) the status of Dred Scott; c) the rights of slave holders in relation to their slaves?
- 10 a) Name an important event of President Johnson's administration. b) State why such event was important.

*Answers*

1 Northeast coast possibly as far south as Rhode Island—Norsemen, Leif Ericson; Bahamas and West Indies—Columbus; Cape Breton island, eastern coast of North America,—John

and Sebastian Cabot; northeastern coast of South America—Amerigo Vespucci.

2 Champlain—founded Quebec and discovered Lake Champlain.

3 Braddock—defeated in the attack on Fort Duquesne; Montcalm—defeated by Wolfe in battle of Quebec, French and Indian war; Herkimer—American general in battle of Oriskany, revolutionary war; Sherman—marched through Georgia in civil war.

4 a) The colonists were mostly Englishmen and they had been trained to the principle of English law, that the king had no right to tax his subjects except by consent of their representatives in parliament. Their feeling of opposition was intensified by the proposition to use the taxes collected from them to pay the English troops quartered upon the colonial towns. The law forbidding the colonists to trade with foreign countries was enforced and houses were searched on "wrists of assistance." The feeling against the mother country continued to grow more intense, and the rallying cry of opposition became "Taxation without representation is tyranny." b) Patrick Henry, Samuel Adams James Otis.

5 On May 10, 1755, Ethan Allen, accompanied by a few volunteers, rushed past the guards at Ticonderoga, entered the room occupied by the commander of the fort and demanded its surrender "in the name of the Great Jehovah and the continental congress." It was surrendered, and the Americans got possession of a quantity of ammunition and arms, of which they were in great need.

6 a) Federalists and Anti-Federalists. b) Federalists—Washington, Hamilton, Adams; Anti-Federalists—Jefferson, Madison, Monroe.

7 a) Louisiana purchase. b) Vermont 1791, Kentucky 1792, Tennessee 1796, Ohio 1803, Louisiana 1812. c) Cotton, gin and steamboats.

8 a) James Monroe. b) Thomas Jefferson or John Q. Adams. c) Rutherford B. Hayes.

9 a) It was unconstitutional; b) he was not a citizen and could not sue in the United States courts; c) they could take their slaves into any territory, just as they could their horses or cattle, without losing property rights to them.

10 a) Reconstruction of southern States. b) The union was to be organized with the question of federal authority settled. (Answers will differ.)

### DRAWING

#### Questions

NOTE.—Use compasses for drawing circles. Take measurements from ruler. The measure of all work shall be at least one inch.

1 a) What harmony is found in a carpet having a broken green shade for a ground; the units of design, oak leaves in broken violet red? b) Name two objects which in their perfection are always orange-yellow.

2 Draw a horizontal line four inches long, and erect a perpendicular at its center point 2" long. With compasses divide one of the angles into parts of  $30^\circ$  and  $60^\circ$ .

3 Draw the necessary projections to describe a right angle triangular prism; sides of base  $1\frac{1}{2}$ ", 2" and  $2\frac{1}{2}$ "; length 4", placed with the hypotenuse parallel to the horizontal plane and perpendicular to the front vertical plane.

4 Draw an equilateral triangle 2" base, and inscribe a circle which shall be tangent to each side.

5 Sketch in angular perspective to represent a road and fence leading to the right and toward the eye level. Indicate a child and an adult walking in this road.

6 Sketch in outline the front of the building in which you teach or live. Introduce any foliage which may be at the sides of partially back of the building.

7 Draw in parallel perspective to represent a cube to the right of the C. V., the center of which shall be on the eye level.

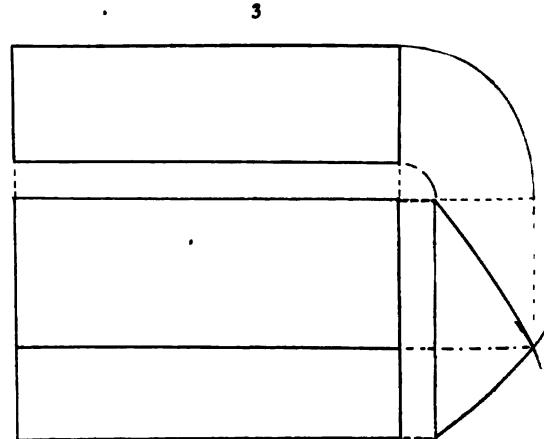
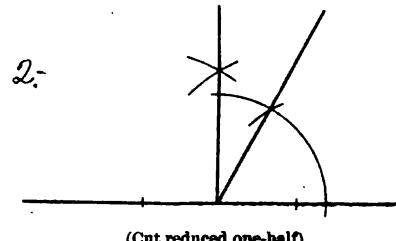
8 a) How is the G. L. located or determined?  
b) What measure is equal to the distance from C. V. to M. P.?

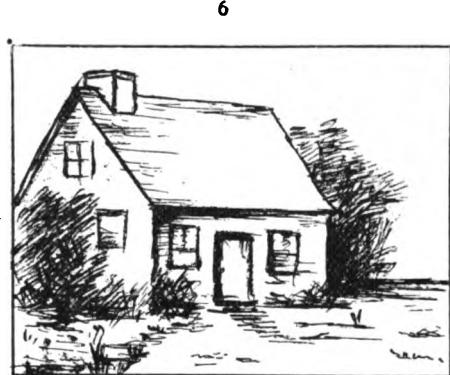
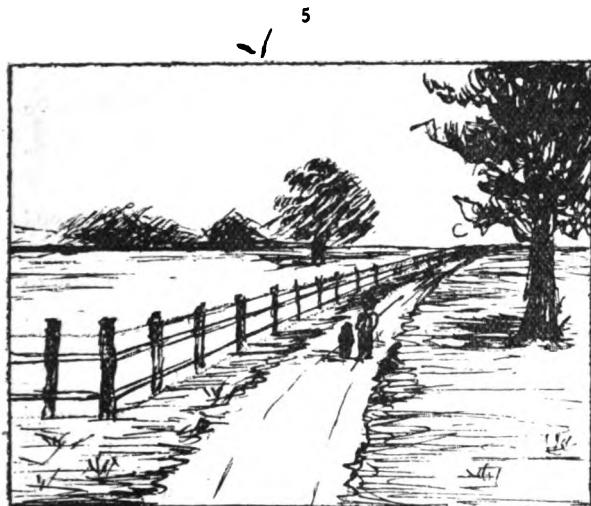
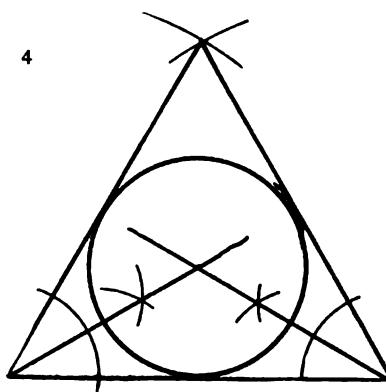
9 Name four objects which would group properly and would indicate that spring is at hand.

10 Copy sketch. (No credits will be allowed if this sketch is traced or in any way transferred mechanically to the answer paper.)

#### Answers.

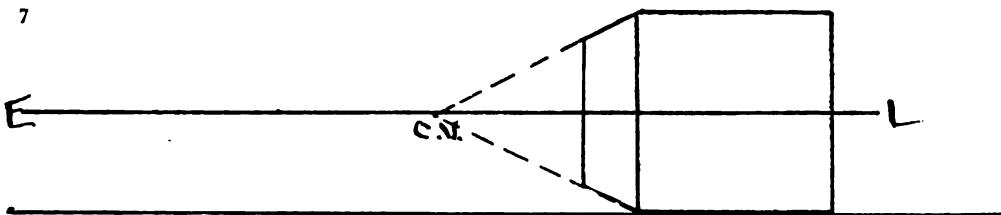
1 a) Complementary harmony. b) Pumpkin, Sunflower, Oranges, etc. (Ans. vary)





(Ans. will vary, example suggested.)

(Ans. will vary, example suggested.)



- 8 a) Vertical distance from eye of observer to the plane on which object stands locates the G. L. b) Distance from C. V. to eye of observer—or L. D.

- 9 Ans. will vary, objects suggested). Wheelbarrow, spade, rake and watering-pot. to Same as sketch.

## UNIVERSITY OF THE STATE OF NEW YORK

### *Authorized announcements*

At a meeting of the Regents held in their office in the Capitol, May 8th, Chancellor Upton presided. There were also present Vice-Chancellor Doane, the Superintendent of Public Instruction, the Secretary of State, and Regents Townsend, Fitch, Reid, Watson, Turner, T. Guilford Smith, Vander Veer and Hendrick. Excuses were accepted from Regents Depew, Beach, Carroll E. Smith, Lord and Sexton.

Permanent charters were granted to De La Salle Institute, New York, Holy Angels' Collegiate Institute, Buffalo, St. Francis Academy, Brooklyn, and St. Mary's Academy, of Glens Falls. Association charters were granted to the Bureau of Missions, New York, the National Historical Museum, Borough of Manhattan, New York. Academic departments were admitted of union schools at Berkshire, Berlin, Edwards, Forestport, La Fayette, Ly-sander, Pleasantville, Suffern and Turner. The charter of Hartwick Seminary was amended.

In accordance with the provisions of section 34 of the University law, Spencer Trask, E. A. Palmer, Joseph Carey, D. D., Eleanor A. Shackelford and S. Beatrice Sands, all of Saratoga, were appointed trustees of St. Faith's school.

Permanent library charters were granted to Greenwich free libraries, Guiteau library, Irvington, Hamburg free library, Kirkland town library, Lewiston free library. Provisional library charters were made permanent for Newark free library, Oyster Bay free library and Theresa free library. Provisional library charters were granted to Alden free library, Farmer free library, Granville free library, Newark Valley free library and Portville free library. A reincorporation was granted to the Amsterdam free library. The name of Easton Library Association was changed to Burton library, the name of Union Springs Library Association was changed to Springfield free library, and the charter of Ponckhockie public library was amended to conform to the amended charter of the city of Kingston. The New Utrecht free library having transferred its property to the Brooklyn public library and having no debts except such as have been assumed by the Brooklyn public library, surrendered its charter and the corporation was dissolved.

Herbert J. Hamilton was elected head clerk in place of Henry I. Knickerbocker, resigned.

Dr. George E. Gorham, of Albany, was appointed medical examiner to fill the vacancy caused by the resignation of Dr. Asa S. Couch, of Fredonia. From the nominees of the Medical Society of the State of New York the present examiners were reappointed as follows: A. Walter Suiter, of Herkimer; George Ryerson Fowler, of Brooklyn; from the nominees of the Homeopathic Medical Society of the State of New York the present examiners were reappointed as follows: Willis B. Gifford, of Attica; William Morris Butler, of Brooklyn;

from the nominees of the Eclectic Medical Society of the State of New York the present examiners were reappointed as follows: Arthur R. Tiel, of Matteawan; John P. Nolan, of New York.

It was voted that hereafter no transfer of books from an academic library to a public library be approved till a list of the books retained for the use of the school has been filed in the Regents' office.

The secretary was requested to return the Journal of a Cruise in the U. S. Steam Frigate San Jacinto, U. S. Sloop of War Saratoga, and U. S. Steamer Arctic, 1854-56, to Captain John S. Barnes, to whom the State library is indebted for a copy of his Submarine Warfare, published in 1869. He was also asked to exchange with the Governor and State librarian of Vermont the 36 volumes of papers of the Surveyor-General of Vermont, a part of the original records of the State of Vermont, now in the custody of the New York State Library, in return for

Sander's Indian Wars.

Walton's Registers, beginning with 1818. Hemenway's Historical Gazetteer of Vermont, 5 vols., quarto.

Governor and Council, 8 vols., octavo.

Vermont Historical Society Collections, 2 vols., octavo, and such of the following publications as they may be able to furnish to make more complete the collections in the New York State Library:

Documents of the Vermont Constitutional Conventions and Council of Censors.

The earlier Vermont session laws.

Journals of the General Assembly down to 1835.

Proceedings of the Vermont Historical Society, and other Vermont books.

Invitations were received from Sydney University and from the Royal University of Christiania. Regent Watson was appointed delegate to Christiania and the invitation from Sydney was regretfully declined.

The revised ordinances and by-laws were adopted and an edition for distribution will issue in a few days.

## BOOK NOTICES

### American Book Company

CIVIL GOVERNMENT IN THE UNITED STATES, by George H. Martin. American Book Company, New York.

A new edition of this popular text, embodying all of the recent constitutional and statutory changes. The prominent feature of this text is its treatment of the principles underlying our government in all of its branches. It is comprehensive in outlining and describing the different organizations of government in State, county, city and town; and is especially satisfactory in its discussion and description of our earlier forms of government.

LITTLE STORIES FOR LITTLE PEOPLE, by Annie Wilis McCullough. American Book Company, New York.

A book for first year reading classes. The noticeable features are the sequence of stories;

# For Nervousness Horsford's Acid Phosphato

It soothes and strengthens the entire nervous system, by supplying the exhausted and debilitated nerves with a natural food, possessing the needed vitalizing, invigorating and life-giving properties.

Gives Perfect Digestion  
and Restful Sleep.

Sold by all Druggists.

and the selections to be read by the teacher to the children. Intelligence has been shown to a marked degree in the selection of the "little stories."

**GRADED WORK IN ARITHMETIC—EIGHTH YEAR,** by S. W. Baird. American Book Company, New York.

This book designs to complete a graded course in arithmetic. It reviews the essential work of the lower books in the course, and introduces new matter in percentage and interest. Besides this, it includes exercises in the metric system, elementary principles of algebra, involution, evolution and mensuration, besides special problems in time, temperature, specific gravity, etc.

D. C. Heath & Company

**DER TRAUM, EIN LEBEN,** by Franz Grillparzer. Edited with introduction and notes by Edward Stockton Meyer. D. C. Heath & Co., Boston.

A play of literary merit, edited for general class work in German. Notes are liberally made, and will aid the pupil not only in study, but in appreciation of the excellence of the production.

**UNDINE, A Romantic Fairy Tale,** by Frederick de La Motte Foeque. With introduction by Elizabeth Stuart Phelps Ward. D. C. Heath & Co., Boston.

The cravings of the child-soul for tales of that romantic wonderland into which fancy leads it

will be satisfied by a perusal of *Undine*. It takes its place among the immortal gems of literature. The prefatory note by Mrs. Phelps will add much to an appreciation of it.

**TYPEE;** Life in the South Seas, by Herman Melville. Edited with introduction by W. P. Trent. D. C. Heath & Co., Boston.

When this book first appeared, in 1846, it was read with much interest. Interest has been revived in it by the late Robert Louis Stevenson. It is a story based upon, if not exactly descriptive of the adventures of the author and a companion in the Marquesas islands. It will awaken the interest of the boy who delights in tales of the kind, and will furnish excellent reading for pupils of the higher grades of the grammar school. The introduction by Mr. Trent is an important addition.

## Ginn & Company

**GRAMMAR SCHOOL GEOGRAPHY,** by Alexis Everett Frye. Ginn & Company, Boston.

Frye's text-books in geography have secured a large place in the list of books upon this subject. This last one from his pen possesses all the merit of its predecessors, and has added much new and valuable material. The central thought is that the earth is the home of man, and the study of geography should treat of the relation of the earth in all of its features and products to man. The occupations and industries are given considerable space, as determined by climate, physical features, etc. It is in every respect a practical and well-prepared text.

## Miscellaneous

**WAVERLY,** by Sir Walter Scott. Edited with introduction and notes by Archibald L. Bouton, M. A. University Publishing Company, New York.

*Waverly* was the first typical example of the historical novel, and one of the best that has been written. It is such a book as will lead the reader to desire to know more of the real history and of the real characters with which it deals. So true is the description of Scott to the manners, dress and events of the times of which he writes that any of his novels is valuable in literature. *Waverly*, especially, is an epoch-marking novel.

**AMERICAN LITERATURE,** by Julian W. Abernethy, Ph. D., principal of the Berkeley Institute, Brooklyn. Maynard, Merrill & Co., New York.

To select from the vast and varied store of American writings that portion which is really worth study; to estimate the real value of the material selected, is a delicate task. The author of this book has performed that task with the judgment of a master of literary thought. In fact, we have not reviewed a book in American literature that has given us more pleasure than this one. His criticisms are judicially made. His style of writing is in itself an indication of fine literary taste and feeling. His observations are

comprehensive, yet direct. The matter is complete and systematically arranged. And, best of all, he does not allow himself to be influenced by the opinions of others, but gives his own.

**NEW CENTURY READER**, Nature, Myth and Story, by John G. and Thomas E. Thompson. The Morse Company, Chicago.

A reader for third-year pupils. The selections, as the title indicates, are made from writers of animal and nature stories, studies in nature and of fables and folk-lore tales. Care has been taken to make such selections as will appeal to the poetical, imaginative and mythical senses of the pupil. The selections are made with the idea in mind that each shall have a meaning, without a moral. The book is attractive in the literature it contains.

#### BOOKS RECEIVED

**FLAGG'S A WRITER OF ATTIC PROSE**, by Isaac Flagg, associate professor of Greek in the University of California. American Book Company, Boston.

**THE EXPANSION OF GASES BY HEAT**, translated and edited by Wyatt W. Randall, Ph. D. American Book Company, New York.

**THE GEM SPELLING BLANK**. The semi-vertical script is used. No. 5 is double-ruled, No. 6 being single-ruled. Peckham, Little & Co., New York.

**LEAVITT'S OUTLINES OF BOTANY**. For the High School Laboratory and Classroom. Prepared at the request of the Botanical Department of Harvard University, by Robert Greenleaf Leavitt, A. M., of the Ames Botanical Laboratory. American Book Company, New York.

**MELICK'S LATIN COMPOSITION**—For classes reading Cæsar. By Anna Cole Mellick, A. B., of Brearley School, New York City. American Book company, New York.

**Hotel Empire, New York**—Modern, fire-proof, select, excellent cuisine, excellent service. Moderate rates.

Visitors to New York will find the Hotel Empire, Broadway and Sixty-third street, a quiet and select hotel at moderate rates.

#### "THE FOUR TRACK NEWS"

Among railroad men there are none who have a firmer hold on the affections of the traveling public than George H. Daniels, general passenger agent of the New York Central & Hudson River Ry. He has gained this, not only by his genial personality, that has served to make himself and his railroad popular, but by a system of advertising, entirely original and unique.

Not all who are reading New York Central advertising with so much interest—reading it

## New Physiology FOR Grammar Grades

### ELEMENTARY PHYSIOLOGY

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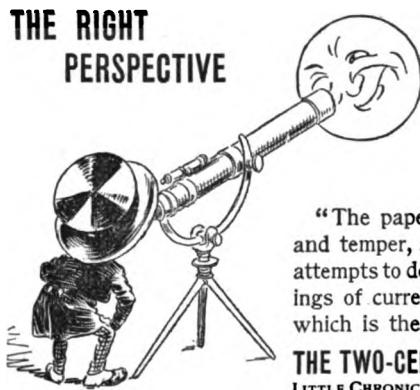
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Muzzarelli's Brief French Course, \$1.25; Modern French Texts; Keller's First Year in German, \$1.00; Keller's Second Year in German, \$1.25; Modern German Texts; Smiley & Storke's Beginner's Latin Book, \$1.00; Harkness's Complete Latin Grammar, \$1.25; Harkness's Short Latin Grammar, \$1.00; Dodge & Tuttle's Latin Prose Composition, \$0.75; Arrowmith & Knapp's Viri Romae, \$0.75; Harkness & Forbes's Caesar, \$1.25; Harper & Miller's Vergil, \$1.25; Harper & Gallup's Cicero, \$1.30; Gleason's A Term of Ovid, \$0.75; Gleason & Atherton's First Greek Book, \$1.00; Hadley & Allen's Greek Grammar, \$1.50; Pearson's Greek Prose Composition, \$0.90; Harper & Wallace's Xenophon's Anabasis, \$1.50; Gleason's A Story of Cyrus, \$0.75; Johnson's Iliad, \$1.25.

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## ECONOMICS IN THE PUBLIC SCHOOLS

PRESIDENT GEORGE GUNTON, INSTITUTE OF SOCIAL ECONOMICS, NEW YORK

HUMAN progress is measured by the degree in which experience is converted into helpful knowledge. It is the function of science to reduce this knowledge to working principles, and of education to present these principles in teachable form. By this method modern institutions came into existence, and, while the process takes many forms, the institution which to-day must more than ever be relied upon to render this important service to society is the public school. The efficiency of the schools in accomplishing this depends upon the extent to which they impart knowledge of a kind that is applicable to the conduct of present institutions. As Dr. Nicholas Murray Butler aptly puts it:

"The first question to be asked in any course of study is, Does it lead to a knowledge of our contemporary civilization? If not, it is neither efficient nor liberal."

It will be conceded that in our system of education those subjects have the

greatest claim to consideration which most directly lead to character-making conditions of life. In the middle ages, no education was necessary for the masses because they were outside the pale of social and political recognition. Latin, Greek and theology were the chief requirements of the only educated class, —the clergy. But, as society developed and industry became important in public affairs, education necessarily took a broader sweep and began to extend to the middle classes. With the birth of what Laselle called the "fourth estate," it became necessary to extend education to the common people. Where the government is in the political control

of the masses, education through the common schools becomes of paramount importance to civilization itself, because the common school touches nearly every child in the land, and touches them at the most malleable period.

Fifty years ago, when we were chiefly an agricultural country, with simple conditions, we had few social and industrial



PRESIDENT GEORGE GUNTON

problems which it was necessary for the masses to understand. During the last thirty years, however, this has all changed. We have become dominantly a manufacturing nation. Our population has rapidly tended to the cities, and in consequence we have a multitude of new and acute social problems like the sweatshop, housing of the poor, sanitation, public charity, immigration, industrial stability, etc. The same progress has substituted corporate for individual industry, creating the so-called capital and labor problem in a new and intensely active form. In view of all this, intelligent citizenship to-day involves a much higher standard of intelligence and broader comprehension of public questions than it did fifty years ago.

The same change has made the ill-informed citizen much more dangerous than he was fifty years ago. The growth of corporations and great wealth has created in the minds of the laborers and citizens generally a feeling of distrust. Very largely the people regard the rich employing class as enemies of public welfare, and this feeling brought into politics amounts to a confirmed prejudice. They distrust public officials, and the government seems to them an instrument in the hands of the rich to control society in their own interest. There is much in the experience of the people with political dictators to confirm this feeling, and it tends constantly to strengthen the belief that the rich are corrupting our government, dictating public policy and trying to convert the republic into an oligarchy. All this is the more acute because of the problems of poverty and wretched conditions found generally in cities, which make up the other side of the social questions confronting our people.

The public school is one of the greatest safe-guards against the threatened disruption of society growing out of

these problems and the social distrust connected with them. At present, however, the great majority of youths go to the workshops with no mental preparation for dealing with these problems. They are left to absorb this prejudice with no groundwork of intelligent understanding of the conditions involved; and the possible consequences are obvious. If the public school is to "lead to a knowledge of our contemporary civilization," it must furnish training on these subjects which lie at the foundation of our social and national safety.

It will be urged against introducing economics into the public schools that the curriculum is already overloaded. This may be true, yet the same objection might be applied to very many of the present studies. It is simply a question of what studies should be selected as most useful to the young citizen. It is knowledge of principles, not collections of facts, that school education should furnish. In making up the curriculum, the object should be to select those subjects which will best serve the purpose of educational training for the average citizen. Subjects which lead to a knowledge of the affairs of modern life have a double claim, for besides affording mental discipline they furnish preparation for useful citizenship. From this standpoint, economics, as compared, for instance, with Greek, Latin, algebra and geometry, has a pre-eminent claim to a place in the curriculum. Economics is even more valuable as a study than history, necessary as history is. If the students know something of the principles that govern industrial and social welfare, they will appreciate much more intelligently the significance of historic events. Without this understanding, historic events are little more to them than so many facts memorized.

It will also be objected that economics is too difficult for young students, but

suppose we compare it with some subjects already there; for example, astronomy, mathematics, chemistry, hygiene, etc. Economics is less abstract than any of these and deals with more familiar objects and matters of greater personal interest to the student than any of them except, perhaps, hygiene.

The greatest difficulty in teaching economics in the schools thus far has been the incompetency of teachers. Usually they have had almost no preparation in this special subject and therefore adopt the hardest and poorest method: namely, setting the student to memorizing meaningless facts instead of helping him to understand a few elementary principles. The mistake of this method comes largely from confounding teaching with investigation. Investigation is to discover principles; teaching is to impart them. In investigation the facts must be obtained first and the principles deduced afterwards, but in teaching, the most effective method is to give the principle first and support it by the facts afterwards. This gives the student the key to observation and verification all through life. Once understanding the principle which the researches of others have proved to be true, he can by reading and observation understand the conditions governed by that principle, and support it constantly from his own experience, but he could never have discovered the principle itself by any investigations he alone could have made.

Thus, in teaching economics, the emphasis should be upon imparting the simple principles of the subject. This will not be too difficult or complex for the student. It will hardly be claimed that it is more difficult to understand the simple principle that wages in a given market, like water in a lake, tend to a level which is high or low according to the character and social life of the laborers, than it is to understand the principle of

the formation of gases or the solution of problems in geometry. Yet, how wonderfully more important to the average citizen it is to understand the principle which governs the income of more than three-fourths of the population. Subjects like Greek, Latin, astronomy and ancient history may be important, and it is not my purpose to attack them *per se*, but, compared with the study of economics as leading to educational preparation for citizenship, they are very manifestly inferior. From this point of view, economics has an equal claim to any and superior to most subjects now in the public-school curriculum.

An important result of this introduction of economics would necessarily be the raising of the standard of teachers. That certainly is no objection. If we would make education contribute to civilization, we must have the most important subjects taught and taught in the best manner by competent, wellpaid teachers. No expenditure is too high if it is not wasted, no talent too good, no system too well equipped for the public schools of the United States. If the people of this country were only once impressed with this fact, the means would easily be forthcoming. Let educators demand a live curriculum, a higher standard of teachers with adequate salaries and the public school will be the ever broadening bulwark of progressive industry, free institutions and democratic civilization.

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"He who is honest is noble  
Whatever his fortune or birth."—*Cary*.

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It is not the modern astronomer who is educated and trained in scientific institutions and great observatories, but enthusiasts like the boy Galileo, who made a telescope out of pieces of glass, who make the greatest discoveries. With this home-made telescope he discovered the rings of Saturn.—*Success*.

## WHAT OF CHEMISTRY SHALL BE TAUGHT IN THE HIGH SCHOOL AND HOW SHALL IT BE MOST EFFECTIVELY TAUGHT

PROFESSOR L. M. DENNIS, CORNELL UNIVERSITY, ITHACA, N. Y.

MOST educators are agreed that instruction in at least one of the natural sciences should be included in the curriculum of high schools and preparatory academies. Among these sciences physics and chemistry occupy positions of prominence, and instruction in one or both of these subjects is usually offered. Before speaking to the question "What of chemistry shall be taught in the high school and how shall it be most effectively taught?" let us consider for a moment the conditions under which it is desirable to teach both physics and chemistry in the high school and which of the two sciences should be selected if only one is to be offered.

There are two distinct aims in the teaching of science in the high school. The first of these is the cultivation of the habit of close observation and of accurate deduction from observed phenomena; the second is the imparting to the student of information intended either merely as an addition to his fund of general knowledge or as preparation for advanced work in this line in some higher institution of learning. Regarding the first point, it is, I believe, true that a scientific habit of thought may be equally well developed by properly conducted courses in either physics or chemistry, yet instruction in physics should precede that in chemistry, because an understanding of the phenomena of heat and electricity and of the laws of mechanics will be of great aid to the student of chemistry and is indeed an almost indispensable preliminary to the profitable performance of his work. If then in arranging the course of study for the high school, it is felt that time can be found for only one of these sciences, physics

should undoubtedly be given the preference.

Touching the second point, the imparting of information to the student, it will generally be conceded that if the education of the student is to terminate with the high school course, the knowledge that he will acquire in the study of physics will be of fully as great utility to him in after life as that derived from a course in chemistry. The instruction which can be given in a high school in either of these branches can not make of a student a physicist or a chemist. Consequently it is futile to argue that a high school preparation in one or the other of these sciences will be sufficient to enable the pupil to use the knowledge thus acquired as a means of gaining a livelihood, and that consequently one who is intending to fit himself as a chemist should receive in the high school instruction in chemistry even to the exclusion of physics. No one can hope to become a properly trained chemist unless he is thoroughly grounded in the other science. As has been said by one of the greatest teachers of science of the preceding century, "a chemist who is not a physicist is nothing at all." Hence there will be no gain in time for the student of chemistry if he be given chemistry instead of physics in the high school, for instruction in the latter subject must be received either then or at some later time in his training. It would seem, therefore, whatever the aim in view, that the curriculum of a high school should first of all provide a thorough course in physics, accompanied by laboratory instruction, and that chemistry should be taught only when time will permit of its following a year of training in the other science.

This brings us to the question of the "What" and "How" of the chemistry to be offered to the high school pupil. If the teacher is well fitted for the work and the facilities for class room and laboratory instruction are adequate, no branch of science will prove of greater profit and interest than chemistry, to the student properly prepared to undertake it. The preparation of the teacher should include *at the least* a year of lecture, recitation and laboratory instruction in general inorganic chemistry amounting to about six actual hours a week (or the equivalent of such a course) together with a full year devoted to qualitative and quantitative analysis. If this can be supplemented by training in elementary organic chemistry and a brief course in physical chemistry, the effect will soon be made manifest in the greater success of the teacher, a greater power to make the subject a "live" one to the pupil, and in the greater enthusiasm and clearer understanding on the part of the student.

Yet no matter how complete may have been the training of the teacher, it is hopeless to expect to obtain satisfactory results if suitable laboratory facilities are not at hand. And it is exactly in this respect that many of the high schools in our smaller cities and towns labor under serious disadvantages. A laboratory for instruction in physics can be installed in a room of usual construction and can be equipped once and for all by the purchase of a suitable stock of apparatus. A chemical laboratory on the other hand should be especially planned for the purpose for which it is to be used. It must have large table space, a more or less elaborate system of plumbing, adequate ventilation not merely of the "hoods" for carrying off noxious gases, but also of the entire room, and it must be equipped with a large stock of chemicals and fragile glass apparatus which must be constantly renewed. If the money

available for the teaching of science in the high school is not adequate to properly construct, equip and maintain such a laboratory, then again it will be wiser to concentrate upon physics rather than to attempt to offer chemistry under unfavorable conditions.

The course in chemistry should first of all comprise a full year of work in general inorganic chemistry with experimental lectures, laboratory practice, and recitations. It is unfortunate that in certain schools some qualitative analysis is included in this first year of chemistry; the time is none too great for inorganic chemistry alone, and the small amount of qualitative analysis that can be given in connection with the inorganic chemistry will prove of but little benefit to the student. If anything is to be added to the inorganic chemistry in the first year let it rather be a brief study of the commoner compounds and processes of organic chemistry.

Both in the lectures and the recitations it is inadvisable to make early use of symbols or formulæ or of equations to express chemical reactions. If the student begins with the study of hydrogen and prepares that gas himself in the laboratory, we should not insist that he learn at that time either the formulæ of the substances which he uses or of the products which are formed. At this early stage it is quite sufficient that he know that zinc and sulphuric acid when brought together will set free a gas that is termed hydrogen and that he then ascertain the properties of this gas by actual experiment.

As preliminary to the work of the laboratory brief instruction in the setting up of apparatus should always be given by the teacher. Students should be shown how to draw out, bend, and join glass tubing, how to clean chemical glassware and how to properly support the different pieces in position. Skill in the hand-

ling of apparatus is a most essential acquisition for a chemist and proper training in this matter thus early in his career will save him from many vexatious delays and even failures in his later work. At the beginning of each period of laboratory practice the teacher should explain to the class what is to be done and should set up the apparatus that is to be used. Each student should then be required to neatly and properly put together the apparatus for each experiment, following the model which has been shown to him. Careful observation and accurate statement of experimental results by the student should be cultivated, and he should be impressed with the importance of "experimental honesty." By that I mean that he should be encouraged in stating exactly what he has seen in the experiment and should not be given the idea that if his results do not agree with the statements in the text book, his work will be regarded as a total failure. The experiment should of course be repeated until proper results are obtained, and the

understanding of the reasons for the failure and for the subsequent success will then double the value of the work to the pupil. Indeed many chemists are wont to say that more can be learned from an experiment that has "failed" than from one that has succeeded, and it is a fact that some of our most important discoveries have thus been made. Training in accuracy of manipulation, observation and statement should therefore be the first object of the teacher, and a carelessly performed experiment which happens to agree in its results with the statements in the text book should be regarded as half a failure.

I trust that what has been said will not be regarded as in any way intended to discourage the teaching of chemistry in the high school, when the conditions are favorable. On the contrary, it is earnestly to be hoped that the instruction in this subject will be constantly extended, provided always that it is of a high standard of excellence and is offered to students properly fitted to reap its benefits.

## SOME DUTIES AND RESPONSIBILITIES OF A HIGH SCHOOL PRINCIPAL

PRINCIPAL WALTER S. KNOWLTON, SARATOGA SPRINGS, N. Y.

**N**O one who has been at the head of a high school need be told that the duties and responsibilities of a principal are many and various. His experience from day to day in the routine of the school-room with its difficult problems will bear testimony. Yet no principal would feel that his position had any value or importance without these same duties and responsibilities. They bring to it the exercise of his inalienable rights, should he prove worthy of them. They bring to it also vast opportunities—opportunities for him to do the most good to the largest number, proving his usefulness to all under his care and guidance.

The free exercise therefore of all his rights as a principal and the opportunities naturally growing out of them, can not but influence and broaden the scope of his duties and responsibilities—his duties as a man, as a scholar, as a teacher, to himself, to his associate teachers and to the pupils under his direction and authority.

His duties to himself must in a large measure affect him in relation to his teachers and his school, and therefore must be considered first. Of these duties his care for his physical health and mental activity demand his attention and thought, for they are of vital import in determining his happiness and content-

ment; his satisfaction with and pleasure in his position. It is the happy and contented workman who sings at his work and shows therewith the greatest efficiency.

Besides his general health and happiness, he owes to himself the duty of self-cultivation, not merely along the lines of general literature, history and science, but especially by coming in contact with the best minds on educational matters through books and periodicals, observation and practice, educational meetings and the personality of those in allied forms of work. By these means, he not only keeps abreast and in touch with what is going on in the educational world, but must cease to live within the narrow sphere of his own self-satisfied personality. How many bright men and women there are who are content to rust out! He learns the best and gives the best to his teachers and school.

A principal's duties to his associate teachers take on a two-fold nature in matters of actual teaching in the classroom and of discipline arising from their relations with the pupils under their control. In regard to the first of these, a principal must fully understand the line of work, its plan and methods of presentation, so that he may intelligibly and satisfactorily visit each class, at least once a month, thereby keeping in touch with its progress.

Directly after such visitation, he should make notes of his observations and at the earliest convenience meet with the teacher to discuss the recitation in detail and to show, if needs be, wherein to improve and better suit the same to the needs of the class. He should heartily commend as well as to suggest and criticize.

In all matters of discipline, a principal has a very plain duty and often an unpleasant responsibility which must be faced with courage and promptness. He

must strengthen and maintain by all proper means the power and authority of the teacher. He should provide, yes insist that all matters of petty discipline shall be settled justly and amicably by the teacher alone and not carried to him. Thereby the principal is freed from much annoyance and loss of time; the teacher is strengthened and more ready to meet the next emergency.

On matters of appeal he must be decisive and just, keeping in view the good of the pupil, the authority of the teacher and thereby the maintenance of the discipline of the school. A principal would be most neglectful of duty, if through policy or cowardice, he failed to point out to the teacher in a kindly manner her failings and mistakes. At such a time he should show only a spirit of charity and loyalty and cause her to feel that he is her associate and co-laborer, as well as principal.

A principal's duty to himself and the members of his faculty is but a part of the greater duties and responsibilities in relation to the school under his direction and guidance, yet they are a very essential part. Any one who fails or neglects to give careful and painstaking attention to the aforesaid duties will find that he is heavily handicapped at the start.

His duties and responsibilities to the school, as an organization, of which the pupil is a part, are manifold and exacting. Through his personal influence, both directly and indirectly, is set and maintained its industrial, intellectual and moral standard. Here is his workshop, in which he is the manager, his teachers the foremen, his pupils the workmen. Profit-sharing is the stimulus to the greatest efforts to attain the largest efficiency. Yet some need direction, others guidance; some encouragement, others restraint; some compulsion, others removal. All are laboring to secure perfection in that training which shall make them skilled artisans. In this work the

principal should not be merely the administrative power, but should also instruct as much as possible without detraction from his ability as the controlling force. As a teacher in the class-room his knowledge and experience ought to play their part by coming in direct and constant contact with the graduating class and as many others as time and opportunity will permit. He thus leaves his impress upon the instruction as well as the general management and discipline.

His sympathy and co-operation with his pupils in their work and their recreation; their difficulties and their successes; their pleasures and their disappointments are here given their fullest opportunity to create and perpetuate a hearty good will among them and a cheerful willingness to do their best in the broadening, deepening and strengthening of their character. The wisdom and prudence of the principal, the trust and confidence of the pupil should secure the results which must produce for the one satisfaction and gratification, for the other present good and future advancement.

## DEVELOPMENT

Not all at once the iron is fashioned forth  
A conquering sword, but first made tempered steel;  
Then, in due time and place, 'twill suddenly deal  
Its blow of glory.

From the womb of earth  
The native gold comes mixed with dross that  
blurr'th  
Its lustre; then the purging fires reveal  
Its fullest splendor, and at last its real  
Value is known.

So 'tis with human worth.  
Not all at once are great men made sublime.  
In life's forge wrought and tempered they advance  
Through the slow, moulding years, till one day  
chance  
Or will, or both, inscribe their names on time.  
Each in his hour, like Caesar, makes the unknown  
Streamlet he fords a world famed Rubican.

—Richard T. O'Malley, in *Pathfinder*.

THERE is a perennial nobleness and even sacredness in work. Were he never so benighted, forgetful of his high calling, there is always hope in a man that actually and earnestly works. In idleness alone there is perpetual despair.—*Carlyle*.

No boy or girl is safe in this age without a knowledge of some employment in which daily bread can be gained. Teachers should avoid being too scholastic.—*Oram E. Lyte*.

## SINKING THE MERRIMAC AT SANTIAGO



From The Progressive Course in Reading, Fourth Book,  
published by BUTLER, SHELDON & COMPANY.

## School Men of the Hour

EDITOR S. Y. GILLAN

(For portrait see front cover)

**A**MONG the great educational editors of this country, S. Y. Gillan, of the *Western Teacher* and *American Journal of Education*, occupies a place in the first rank. His service in other lines of the work also places him among the leaders of educational thought and action in the middle west.

In matters pertaining to the profession, his opinions are judicially made and compel attention. As an educator he lives in the present, and fully understands its necessities. His measure of the methods and practices employed in the school-room, as well as of movements planned in organizing and furthering educational work is justly and accurately made. Not alone is he a man of ideas, but one who manifests the genius and real desire to impart his thoughts to others in language that can be readily understood by teachers of whatever rank. His clear, trenchant Anglo-Saxon sentences are a delight and an inspiration.

Editor Gillan's understanding of the needs of teachers is sound; and his treatment of professional subjects is practical and direct. He is an original and independent thinker, and a fearless advocate of any plan that in his judgment will make for educational and professional progress. He does not cater to the ideas of any man, however prominent that man may be in the estimation of his associates. He is a moulder of opinion in his profession, and not a follower of the majority.

S. Y. Gillan is a native of the part of the field in which he is prominent, having been born in Illinois in 1850. In ancestry and in place of birth and environment of his boyhood he was fortunate: for he comes of a line of rugged Scotch-

Irish and was born and spent his boyhood upon a farm. His early schooling was secured in a district school. He taught at an early age in country and village schools near his home.

He then entered the Illinois State Normal University, taking a four-years' course; afterward he graduated from Wesleyan University with degree of A. M. He was superintendent of schools at Galena, Illinois, from 1879-81, and then accepted the principalship of the Danville, Illinois High school, where he remained five years. In 1886 he was appointed Professor of Civics and School Economy in the State Normal School at Milwaukee, and State Institute Conductor in Wisconsin, especially to organize institutes for graded school teachers, and held that position for seven years. Part of this time he was acting president of the State Normal School with which he was connected. For three years he was teacher of Pedagogy and Geography in the German-American Teachers' Seminary at Milwaukee.

In 1892 he established the *Western Teacher*, and in 1901 purchased the *American Journal of Education*, and is at present editor of both journals. As a lecturer at teachers' institutes, and in the general educational field, he has been very successful, and is now called upon to give at least one-third of his time to this work. Throughout the northwest and in Indiana and Pennsylvania he has filled many engagements. His acquaintance with school men is wide, and his personality has won him many admirers.

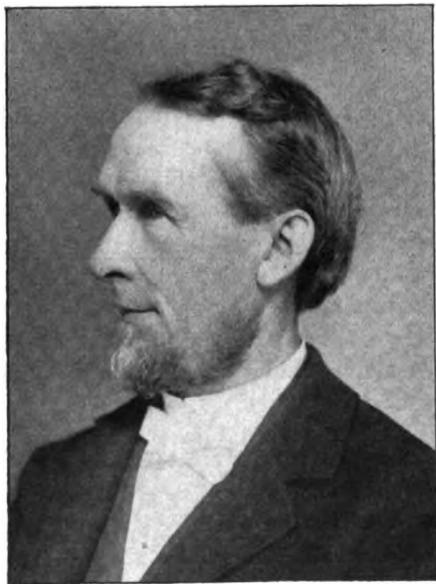
As will be noted from a perusal of this sketch, he has an unusually broad knowledge of educational work in almost every department. He is one of the most ac-

tive men in the profession, and has a wide reach of influence and opportunity for accomplishment. We trust that many long years may yet be given him for carrying on his plans for educational advancement.

#### DAVID LITCHARD KIEHLE, LL. D.

**W**E offer no apologies for selecting as "School Men of the Hour," two from the middle west. That section is forcing itself upon the attention of the educational world through live, earnest, up-to-date thinkers, and consequently deserves mention.

Prominent among those who are taking an active part in educational work is



DAVID LITCHARD KIEHLE, LL. D.

David Litchard Kiehle, LL. D., Professor of Pedagogy in the University of Minnesota. His recent utterances on the subject of the practical application of learning to better living are among the best contributions to the educational literature of the year. He has exerted an influence for practical, definite teaching that has reached far and wide through-

out our country. He has made the term, "Education is a preparation for living," that has been quoted so much by many generations, mean something more than empty words.

As an example of what this man is thinking regarding the application of learning to living, we quote the following from a recent address:

"The educating policy of continental Europe has not been to improve the intelligence of the people in order to make them more efficient in their respective spheres of life, and thereby to increase their usefulness to society above them as well as to add to their own happiness, but without disturbing the traditional class distinctions as they exist. In America the opposite idea has largely prevailed. Those in humbler life have been taught that education is the avenue of escape from the sphere of life into which they have been born, and with which the evils of life have been associated. Under this impulse our educational system has fostered a general migration from domestic and industrial life. Our daughters are headed away from the home fireside, and are strung along the way from the merchant's counter and stenographer's table up to the practice of law and medicine. Our boys have dropped the hoe and hammer, and are headed for the town to become clerks, doctors, lawyers, and legislators.

"Now it is not in my mind to condemn this view of education, or to oppose it; but I do urge that we enlarge our views to include that other idea, that education has for its aim a preparation for a life of comfort and honor in every walk of life. It is to furnish our youth with culture of mind and heart that will make them noble men and women, and with the necessary skill of hand that will make home a place of refinement and health, and the shop a place of intelligent and remunerative industry. It is to make all industry

of cultivated life honorable, to encourage every young man and woman to seek and to occupy the largest place of usefulness to which he is by nature adapted, to avoid none as if it were menial, and to make home life the center to which art, science and wealth make their final and choicest contribution.

"It is not only that education should prepare for a better living, but it should teach what a better living is. Next to living, the greatest problem of life is, what is good living? And the greatest obstacle to a good system of education lies in the misconception of society respecting the kind of a living that is most worthy of our seeking. No one can object that man's first effort is for bread for himself and his children; and until this demand is satisfied it is useless to interest him in anything else. But having bread, he should learn that the delights of life do not increase with the accumulations of bread in the forms of money and bonds. Our schools and our learned men have also to learn what the proper service of education is, and what the final end of its acquisitions in use. Explorers and searchers for things new, whether it be for new continents, new laws of science or new philosophies of life, are great contributors, and deserve great honor, but these do not rank highest. They are but the forerunners of those who apply things new to the better living of the people, those who colonize the new worlds, and establish governments of freedom for the oppressed, those who utilize science for the improvement of social conditions to make more people happier and better, and who multiply happy homes with happy children."

While the middle west now claims him, Dr. Kiehle is really a product of the Empire State. He was born at Dansville, New York, in 1837. He began active life as a teacher, engaging in that work at the age of sixteen years. His first

school was a country school. In 1856 he graduated from the Albany State Normal School; following graduation he taught three years in Canandaigua Academy under that eminent educator, Dr. Noah T. Clarke.

He graduated from Hamilton College in 1861, and after again teaching three years entered Union Theological Seminary, was graduated and ordained to the ministry of the Presbyterian church. He then taught for two years in the Brooklyn Polytechnic Institute. For ten years he was pastor of a village church in Minnesota.

In 1875 he was appointed to the presidency of the St. Cloud, Minn., State Normal School, and served in that connection until 1881, when he resigned to accept the appointment of State Superintendent of Public Instruction for the State of Minnesota. In this office he served 12 years, and accomplished notable work in completing the organization of a school system. To his administration may be properly accredited the following noticeable features of educational establishment and progress. The levy of a State tax of one mill for the support of common schools; the organization of a high school system under the supervision of a State board; this system receives State aid and graduates upon examination are admitted to the State University; the organization of a school of agriculture under the supervision of the Regents of the University; a public library law which provides financial aid to every district that will support a library; the organization of a system of summer schools for teachers.

Dr. Kiehle has been granted the following degrees: Hamilton College, 1864, A. M.; June, 1887, LL. D. He was President of the Department of Superintendence of the National Educational Association in 1895, and of the Minnesota State Teachers' Association in 1899.

## The Best to be Found

### Articles from Educational Journals Summarized

No stars shine brighter than the kingly man,  
Who nobly wins whatever crown he wears,  
Who grandly conquers, or as grandly dies,  
And the white banner of his manhood bears,  
Through all the years, uplifted to the skies.

—*Selected.*

EDUCATION is to know for the sake of living, not to live for the sake of knowing.

—*Kate Douglas Wiggin.*

EVERY man must educate himself. His books and teachers are but little help; the work is his.—*Webster.*

THE test of a good teacher is the evidence that she is constantly striving to become a better one.—*Educational Exchange.*

GREAT is the function of the elementary school in our civilization, and blessed is he who improves its quality of instruction and brings more humanity into its discipline and management.—*Dr. Wm. T. Harris.*

IT is not essential that children shall stand to recite or even to read. I heard some most excellent reading in a Utica primary school where the children simply sat erect and read,—yes, more naturally than they would if they had stood for the reading.—*American Primary Teacher.*

EVERY boy and girl in school should be encouraged to begin collecting books. With the nucleus of a library started in childhood, there is reasonable hope that the possessor will acquire a taste for good reading. The size of the library and the love of good books will grow apace.—*Educational Exchange.*

IF there be no nobility of descent, all the more indispensable is it that there should be nobility of ascent—a character in them that bears rule so fine and high and pure, that as men come within the circle of its influence they involuntarily pay homage to that which is the one pre-eminent distinction, the royalty of virtue.—*John Stuart Mill.*

To me, a room full of little children, when I look at them and stop to think, appeal in a strong and moving way. Their feebleness, their needs, their trust, their sincerity, and their frankness and unlimited hopefulness make them, or ought to make them, objects of the tenderest solicitude and most genuine love, to every right-minded man or woman.—*Dr. E. C. Hewitt in School and Home Education.*

A POLITICAL boss in control can convert the best of schools into an arid waste in a very brief period. An organization that makes this control easy is fatally bad. An organization that gives greatest assurance that a competent superintendent will be placed in charge, and that gives him the freedom and power that his responsibilities require, is the best system of schools yet attainable.—*School and Home Education.*

THE business of the school is not and should not be to fit the youth for money-making pursuits. You have as much right to tax me directly for your son's boots and shoes as to tax me merely to prepare him to earn them. The theory that the chief end of school is to fit pupils for the business activities of life, for the art of money-making, is the parent of some of the worst socialistic and communistic ideas of the times.—*South Dakota Educator.*

THE truest teaching is living; and the primary philanthropy is to live a good life . . . Just to be good; to keep life pure from degrading elements, to make it constantly helpful in little ways to those who are touched by it, to keep one's spirit always sweet, to avoid all manner of petty anger and irritability—that is an ideal as noble as it is difficult. To seek to be true to our best insight, to express in personal life the noblest ideal we know, is the highest possible service in the problem of social reconstruction.—*Edward Howard Griggs in Kindergarten Magazine.*

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ONE'S personal influence is not limited by his life. The world of to-day feels the impress of human lives that were on the stage of action long years ago. Every nation, every institution, every human agency for good, owes much of its present power to the character of individuals who lived in former days. Every life is helped by the influence of lives passed from the earth. He who would lead the young person aright must win both the love and respect of that young person, as preliminary to his right leading. Time and effort in this endeavor are well expended. This is as true in one sphere as in another—in the sphere of teacher, or friend.—*Educator-Journal.*

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THERE are, to my mind, two kinds of teachers, and only two kinds of teachers. The one teaches subjects. The other teaches students. The one has for his primary aim the explaining of a truth, and the explaining of a truth is important. The other has for his primary aim the enlargement and the enrichment of the student's being. Truth he uses as a means for seeking the student. "What do you teach?" was asked of a great chemist. "Boys," was the reply. The question therefore, respecting the teacher with reference to the student is not how little, but how much does he give. Let him explain

or decline to explain, but let him have a mighty good will for the student. Let him have, or have not, an emotional sympathy for the student. Let him know his subject with thoroughness or with thinness, in narrowness or in breadth, but let him have good will for the student. Let the good will always be the best and strongest will.—*President Twing, in Modern Culture.*

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IT is an easy thing to fill out a report card for the perusal of a child's parents, but a more difficult task to make out the loss and gain account which is written only on the heart of the teacher. Figures cannot measure the growth of that mysterious, inscrutable thing—the human soul. Happy the teacher who, in looking over the past month, can see not only a gain which can be recorded on a report card, but, looking into the rows of school room faces, and recalling her striving with each child soul, can dare to believe that, through this striving, some evil habit has been corrected, some unfortunate tendency thwarted, some eye opened to beauty, some timid, sensitive little soul made more confident. And twice happy should be the teacher who, in searching and trying her own heart, can answer satisfactorily such questions as these: Have I prepared my work each day as I should? Have I, while expecting my pupils to be self-controlling, been able at all times to control myself? Have I, in my work, displayed even a little of that sweetness and gentleness of disposition which characterized the greatest of teachers? Have I been the woman and the teacher, or the teacher alone? Etc. As for myself, I have to confess—but no, I won't.

—*A. S. G., in Educational Journal of Western Canada.*

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DR. DANIEL C. GILMAN, President of the new Carnegie Institution and President Emeritus Johns Hopkins University, in a talk concerning the system of degrees in American colleges, said:

"In America there are far too many degrees. Recently I had occasion to look up this subject and found that the number was ridiculous. The reason for this is the great misapprehension that exists in regard to the value of a degree, and the gullibility of the English and Americans. But a reaction is going forward, and at present the leading institutions of the land give but one (Bachelors) degree for undergraduate work."

Dr. Gilman bitterly denounced those institutions which confer the degree of M. D. after only two or three years of work. He also declared that every one who had an opportunity should fight the conferring of degrees by correspondence schools and by institutions organized purely for mercenary purposes.

"It is a false idea," he continued, "to suppose that the degree of doctor is essential to the occupancy of the professor's chair. The degree is not a criterion of ability, but only a recommendation. Many of our most able men have never had a Ph.D. degree. Indeed, had such a requirement been necessary, Johns Hopkins would never have had either Rowland or Sylvester."

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*Self government on the part of the pupils* bids fair to become a fad of high proportions. Do we believe in it? Certainly we do, with some limitations. In the first place it must be based upon a healthy public opinion among the pupils on the side of law and order in the school, and in the second place the teacher must not abdicate his position as governor or ruler, in favor of some tribunal composed of immature boys and girls. Without some such restrictions this scheme will defeat the very ends for which school government is established and maintained. It is one of those plans or methods which will succeed finely under the charge of a teacher with a strong will and purpose, while in the hands of one who

is simply an imitator it will fail. It will bring the entire school government into ridicule and disrepute.

We cannot gainsay the fact that the attempt to do away with authority on the part of parent or teacher is not proving a success, if we may judge the tree by its fruits. In certain respects it is all right; but to carry it to such an extent as to allow children to be tried by a jury of children, and to have punishment meted out by their mates, would be ridiculous were it not sinful. Then again, to appoint pupils to perform police duties in the school, to ferret out criminals and bring evil doers to justice, tends to bring out the lowest impulses, in that it encourages children to act as spies, and to seek for all that is evil in the actions and thoughts of those with whom they associate.—*Midland Schools.*

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"ISN'T it sad to think that Mr. B. is getting too old to teach?" remarked a teacher to the writer. "Yes, but how old is Mr. B.? It seems to me he ought to be able to do excellent service for many years," said I in reply. "He is not quite fifty, but he has been dropped because of his age," was the information offered in reply. The conversation resulted in a discussion of the injustice wrought by public sentiment in demanding the retirement of the teacher at an age when the services of the lawyer, the physician, and the minister are most valuable. No teacher who has a prospect of three score and ten years of life should be disqualified a generation before the expiration of that time. On the bench, the years from fifty to seventy yield the most valuable service. The same is practically true in medicine and theology. From forty to sixty is man's most productive period in literary efforts, and in all pursuits requiring long experience, ripe judgment, and deliberative thought. A teacher ought not to be in decline at an earlier age than those engaged in other professions, unless the decline may

be attributed to the heavy nervous strain incident to the duties of the profession. If such be the cause of early decline, no better argument could be used in favor of more adequate salaries for teachers. But some teachers *do* reach the dead line before they are fifty, forty, thirty. The dead line in progress is not a matter of years, but of growth. I have known many teachers past sixty who were worth more in the school room any day than the self-satisfied, conceited young teacher who had never really learned to teach.—*Ohio Teacher.*

It has been determined by President Thomas, of Bryn Mawr, that over half the graduates of Vassar up to a somewhat recent date, have married. In all probability, had they all become teachers, not half this number would have been married. It will not be long before there will be half a million women teachers in this country, of whom surely a half, possibly three-fourths, will belong to the new sisterhood.

The steps towards the new order are about as follows : During her school course the girl is companion to those from whom, under ordinary circumstances, she would choose her husband. But she goes to col-

lege to develop her mind and complete her preparation for teaching. While she is getting her higher education the first group of natural mates have formed other ties that lead to marriage. During her college career in a co-educational institution the young woman forms a new group of associations from which marriage might result. But she is intent upon teaching, he upon getting a business start in life. Years and distance intervene, so that by the time the young man is ready to marry he has become intimate in a new social circle, and to the young woman, a second group of social opportunities is lost. At this point, the ambitious young woman, feeling the double spur of ambition and financial need, enters the school room. For nine months of the year she devotes every energy of body and mind to her school work. Intellectual motherhood is quite as engrossing as the other kind. In summer she must rest her tired nerves at home. She is now intellectually transported beyond the reach of her former associates for the forming of new social ties. Thus four, five, seven, ten years pass. The veil, at first invisible, can now be seen.—*Charles De Garmo in "School and Home Education."*

## THE OLD FASHIONED SCHOOL



From The Progressive Course in Reading, Fourth Book,  
published by BUTLER, SHELDON & COMPANY.

## For the School Room

### VOCAL MUSIC LESSONS—No. 8

BY EDWARD FUTTERER, SUPERVISOR OF MUSIC, PUBLIC SCHOOLS, ALBANY, N. Y.

#### GREGORIAN SCALES

Four Gregorian scales existed before the time of St. Gregory, and were traditionally ascribed to St. Ambrose (A. D. 384), namely, Dorian, Phrygian, Lydian and Mixolydian. Each one of these scales consisted of eight tones and were called Authentic Modes, no flats or sharps being used. A peculiarity of these scales is that the semitones occur in different places in each scale, viz.:

|            |    |    |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|----|----|
|            | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. |
| Dorian     | D. | e. | f. | g. | a. | b. | c. | d. |
| Phrygian   | E. | f. | g. | a. | b. | c. | d. | e. |
| Lydian     | F. | g. | a. | b. | c. | d. | e. | f. |
| Mixolydian | G. | a. | b. | c. | d. | e. | f. | g. |

In the Dorian scale the semitones occur between 2 and 3 and 6 and 7; in the Phrygian between 1 and 2, 5 and 6; the Lydian, between 4 and 5, 7 and 8; the Mixolydian, between 3 and 4, 6 and 7. All songs written in these modes seldom if ever exceeded eight notes, and always commenced with the key note and ended on the same; for example: A song written in the Dorian mode would have to commence with D. and end on D.

St. Gregory (A. D. 590) added to these four Authentic scales, four relative modes, called Plagal. Each of these scales were known by the same name, with the prefix Hypo (below):

Hypo—Dorian,  
Hypo—Phrygian,  
Hypo—Lydian.  
Hypo—Mixolydian.

Each of these Hypo scales is a fourth below the original. While in the Authen-

tic modes a song commenced and ended upon the key note, in the Plagal modes the song always commenced with the key note (Hypo Dorian) A, but always ended with the key of the Authentic mode D.

#### Table of Authentic and Plagal modes:

| Mode.                     | Compass. | Final. |
|---------------------------|----------|--------|
| Dorian . . . . .          | D to D   | D      |
| Hypo Dorian . . . . .     | A to A   | D      |
| Phrygian . . . . .        | E to E   | E      |
| Hypo Phrygian . . . . .   | B to B   | E      |
| Lydian . . . . .          | F to F   | F      |
| Hypo Lydian . . . . .     | C to C   | F      |
| Mixolydian . . . . .      | G to G   | G      |
| Hypo Mixolydian . . . . . | D to D   | G      |

Later two more Authentic scales were added to this list, namely, Ionion and Aolian, having as their Dominants, G and E; their finals, C and A:

| Mode.                 | Compass. | Final. |
|-----------------------|----------|--------|
| Ionion . . . . .      | C to C   | C      |
| Hypo Ionion . . . . . | G to G   | G      |
| Aolian . . . . .      | A to A   | A      |
| Hypo Aolian . . . . . | E to E   | E      |

It will be seen that the Ionion mode is identical with our modern C major scale, and the Aolian mode its relative A minor.

One curious thing about this Ionion scale is that it was forbidden in church music, but was largely used in popular music. It has outlived all the other modes and is the one upon which all our modern music is constructed; in fact, it is the only one that has two perfect tetrachords, by dividing the scale in two parts, as

|   |   |   |   |  |   |   |   |   |
|---|---|---|---|--|---|---|---|---|
| C | d | e | f |  | g | a | b | c |
| 1 | 2 | 3 | 4 |  | 5 | 6 | 7 | 8 |

The reader will see at once that the semitones occur in the same places in each tetrachord, namely, between 3 and 4, 7 and 8.

This major scale was principally used by the Germans and English.

#### SCOTCH SCALES

The Scotch used an entirely different scale, which was constructed upon the series, 1, 2, 3, 5, 6, of a major diatonic scale. Whether this series was acquired through the use of defective instruments or from the melodic taste of the singer or player, remains a matter of conjecture. If the reader will take the trouble to analyze the Scotch songs, he will find in most of the old melodies the characteristic skips between the third and fifth and sixth and eighth of the scale.

This series of tones was a very convenient one, for any instrument having the major diatonic scale, could play the same piece in three positions, viz.:

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| C. | d. | e. | g. | a. | c. |
| I. | 2. | 3. | 5. | 6. | 8. |
| F. | g. | a. | c. | d. | f. |
| I. | 2. | 3. | 5. | 6. | 8. |

|    |    |    |    |    |    |
|----|----|----|----|----|----|
| G. | a. | b. | d. | e. | f. |
| I. | 2. | 3. | 5. | 6. | 8. |

This same scale is the one that is used by the Chinese. It may also be added that a very great many plantation songs were written in this series of tones.

#### HUNGARIAN AND ORIENTAL SCALES

Hungarian and Oriental scales are the same as our Harmonic minor scale, with a sharp fourth, C, d, e flat, f sharp, g, a flat, b, c. It is claimed this scale is of Asiatic origin. One peculiarity of all genuine Hungarian or Magyar music, is that 3-4 and 6-8 time is unknown, and all their music was written in syncopation time. Of late years a few modern composers have written slow movements in 3-4 time. Braham has used it in one of his Hungarian songs, Op. 21, No. 2.

This lesson is written for those who wish to familiarize themselves with ancient scales.

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#### PLAIN TALKS ON DRAWING

THEODORE C. HAILES, DRAWING MASTER, ALBANY PUBLIC SCHOOLS

#### NUMBER VIII.

##### DRAWING FROM THE POSE FOR BEGINNERS

There are two methods of drawing from the pose. The first is to draw what you see. But the child sees so much that he is confused and disheartened unless he is very young. Children of the lowest grades will attempt anything without hesitation, no matter what the result may be. They dash into it with the greatest confidence and produce some of the most fearfully wonderful results that could be imagined. Older children are very backward because they are too fully aware of their lack of ability to represent what is before them. They should be taught to see the figure as a whole or in the silhouette. Just the outline of the mass filled in with solid black or color. I get a great deal of help from the window cur-

tain in a sunny school-room. Take a doll and place it behind the curtain so that a strong shadow is thrown upon it. Move the doll around a bit and let the pupils observe. You will get pure masses without any detail. Let the children draw directly from the shadow a few times, or better still, let them paint without previous drawing. Then let them paint in the same manner directly from the model without the aid of the shadow. Teachers generally expect too much from beginners. Don't mind the eyes, nose, mouth, fingers or buttons. Just try to represent the big things.

Then there is another way to go to work. Teach them to draw only enough to represent the *action* of the model. A human being may be represented in any one of a

thousand poses by the use of 12 lines: Standing, walking, running, jumping, fishing, riding, boxing, shooting, kicking, crawling, etc., etc. One line for the head, one for the backbone, two for each arm, two for each leg and one for each foot. Go to the blackboard and draw a single stroke with a firm hand.

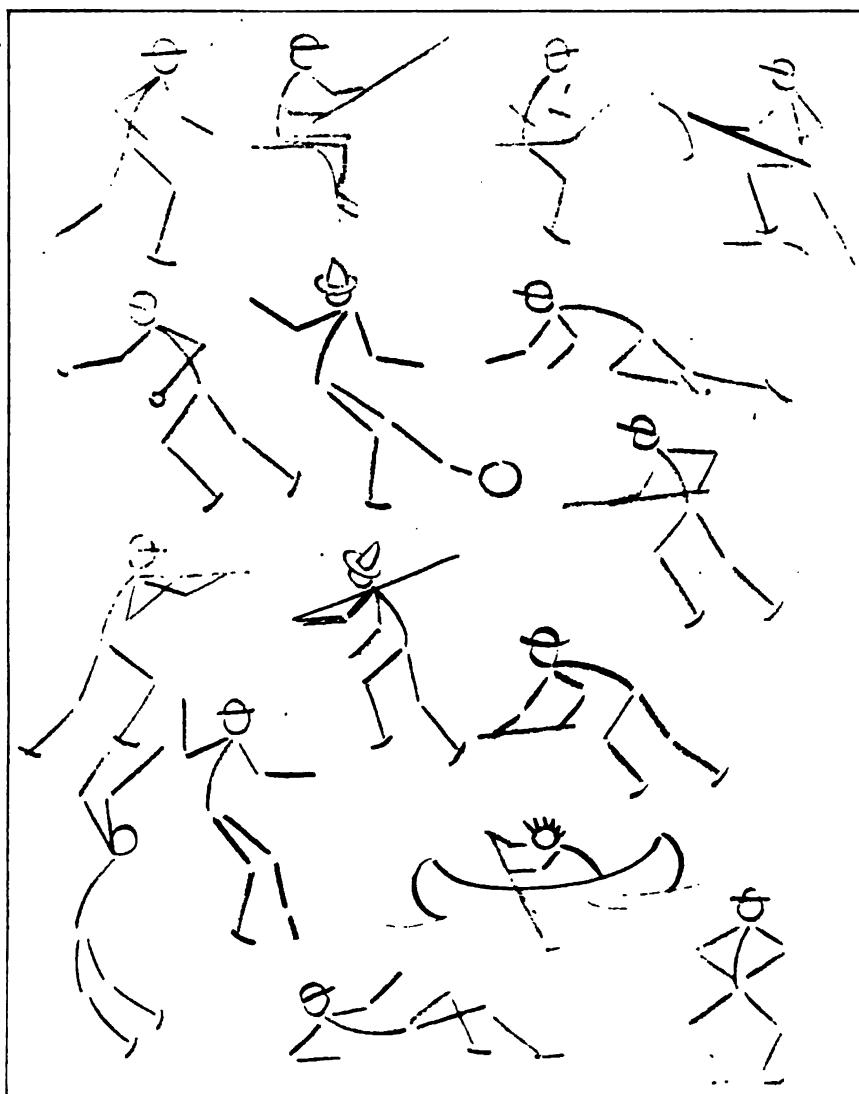


This stroke represents the backbone of a person. A person with his backbone in

this position might be doing one of many things. He might be sitting. He might be riding a bicycle, but he is not racing. He might be fishing, but he is not pulling in a very big fish. He might be riding a horse, but the horse is not running away with him. He certainly is not pulling weeds out of the garden nor crawling on his hands and knees.

It is astonishing how much a person can see in a single line.

Let the teacher have some bright sharp lad pose for the class. He should be stood



upon a table or other elevation in order that the entire class may see the whole body.

Draw half a dozen strokes upon the board similar to the first one and at intervals and complete the following figures by adding the proper lines. The backbone should be the longest line. The bones of the arms and legs should be nearly of equal length. Do not let the lines quite touch each other. When they are slightly apart, the opening suggests freedom of action at the joints. Hinge the arms at the top of the backbone and the legs at the bottom of the backbone.

Let the children copy a few of the figures in order that they may learn the method of representing a human figure and then require all work to be executed from the living pose.

### GOOD GAMES

FROM REPORTS BY JESSIE H. BANCROFT,  
DIRECTOR OF PHYSICAL TRAINING,  
BROOKLYN.

#### DUCK ON A ROCK.

THE players decide who shall be "it," or guard, by throwing their bean bags, called "ducks," at an Indian club placed at a distance of about twenty feet, and the one whose bean sack lands nearest the mark is "it," or guard. The guard places his duck (bag) on the club, and the other players try to knock it off with their ducks, throwing in turns from a line fifteen or twenty feet from the stake. As long as the guard's duck is not knocked off, he may tag anyone who advances to recover his duck; whether the duck is recovered or not, the player is not safe until back to the throwing line. If the guard's duck is knocked off, all the ducks may be picked up until the guard replaces his duck on the stake. The guard must continue to be guard until he has tagged someone, and even then must get his own duck and run to the throwing line before the player tagged can get his duck

on the stake. The distance of throwing line or "home" from the stake may be increased, to add to the interest of the game.

#### SLING SHOT.

Form a large circle. One player stands in the center and whirls a rope with a bean bag on the end, under the feet of those in the circle, who jump as it comes to them. Whoever is caught with the rope must exchange places with the one in the center.

#### BEAN BAG BOARD.

An inclined board, having two holes, the lower one about the size of the bean bags, the upper one a little larger, and placed ten feet from the throwing line. Each player has five bags. Bags thrown into larger hole count five, those thrown into the smaller count ten. The player scoring the largest number of points wins.

#### BEAN BAG BOX.

Fasten a small box inside one about twice the size, and that in a third, leaving at least six inches margin between the boxes. This, inclined, is placed ten feet from the throwing line. Each player has five bags. Bags thrown into the smallest box count five points, into the middle box ten points, and into the outside box fifteen points. The player scoring the largest number of points wins.

#### SKIPAWAY.

The players stand in a circle, taking hold of hands. One player, who is "it" runs around the outside of the circle, and tags another as he runs. The player tagged runs in the opposite direction to the first runner. The player who first reaches the place in the circle left vacant by the one tagged, wins. The one left out becomes runner.

#### SLACK JACK.

Same as above, except that when the two who are running meet, they must stop and shake hands, or courtesy.

**NUMBERS CHANGE.**

The players are numbered and stand in a circle. The player who is "it" stands in the center and calls two numbers. The players whose numbers are called must change places, while the player who is "it" tries to get one of their places. The player who is left without a place becomes "it."

**SLAP CATCH.**

The players stand in a circle, holding both hands out in front, palms down. A player in the center, who is "it," tries to tag the hands of players in the circle, who may move their hands sideways, or bend their wrists, but may not draw the hand away. When a player is tagged, he changes places with the player in the center.

**SQUAT TAG IN A CIRCLE.**

One player stands in the center of the circle, and tries to tag someone in the circle, who must "squat" to avoid being caught. If tagged before he squats, he must take his turn in the center.

**DROP THE HANDKERCHIEF.**

A player holding a handkerchief runs around the outside of the circle and drops the handkerchief behind someone. The player behind whom the handkerchief is dropped tries to catch the first player before he gets to the vacant place in the circle; if caught, he must be "it" again; if not, the second player is "it."

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**A WAY TO TEACH THE NEWS OF THE DAY**

Here is a plan for arousing the interest of your pupils in the news of the day. Try it for your first half hour in the morning. Write on the blackboard in large letters, "The News;" and just below write headings similar to those found in daily papers in writing up the most important news. Let each headline be taken up separately, and let an interchange of views take place between pupils and teacher. The school

might appoint each month one of their number editor, whose duty it should be to look over the papers and pick out the most important news items and write them down on the blackboard before school; or this position of honor might be held as a reward for excellence in scholarship or for a high rank in deportment. The news, of course, would not include everything, but would be selected from the Congressional news, the most important foreign items, State news, local news, etc.

If this plan is carried out in a careful manner, it will soon be considered a part of the regular school work, and the children will study the contents of a newspaper just as they do a geography or an arithmetic. In this way children will gain knowledge of the outside world, and understand the important questions which occupy the public mind.—*F. L. Bennett in Iowa Teacher.*

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**TEACHING A NEW WORD**

Holding up a book, the class was asked: "Can you tell me what this is?"

"A book," came from a chorus of voices.

"I will write the word book on the board."

"Who can trace the word with a pencil?"

"Jennie, you may trace it three times."

The child traces carefully three times.

"Now you may write the word in another place with the crayon."

"Who else would like to trace the word?"

All hands are eagerly raised.

"James, you may trace and then write."

All members of the class are required to trace and write the word three times. It is a surprise to find that they can write the word so accurately that it is readable. Tracing with the pencil is of great assistance in learning to write.—*The Educator-Journal.*

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"Is it not just as we take it—

This mystical world of ours?  
Life's field will yield—as we make it,  
A harvest of thorns or flowers."

—Alice Cary.

## In Special Fields

### THE PLACE AND VALUE OF THE KINDERGARTEN

SUPERINTENDENT ROVILLUS R. RODGERS, JAMESTOWN, N. Y.

THE place and value of the kindergarten are to be determined by its adaptability to the needs of childhood.

Child life has its own claim to consideration quite apart from its relation to adult life. In the economy of nature it has its own reason for existence and in some sense is to be treated as an entirety, not merely as a period of preparation for future years. The kindergarten recognizes this truth and at the same time offers the best means of preparation yet devised for the more formal work of the primary school. A child's play is not simply a pastime; it has vital relations to his natural and wholesome development. Childhood is not necessarily a happy period. When the child's activities are misdirected, or he is subjected to neglect, or his claims to rightful care unappreciated, he is often most unhappy.

In its recognition of these truths and its ministering to the spiritual and intellectual needs of little children, lies the chief value of the kindergarten. Much that is considered essential, and not infrequently mistaken for the kindergarten itself, is in reality only a means by which the kindergarten seeks to reach and develop the nature of the child. It is possible for one to have mastered these methods and yet to mistake entirely the spirit and purpose of the kindergarten. On the other hand while the gifts and games devised by Froebel or derived from his suggestions, are in the main well adapted to their purpose they are by no means the only material through which the kindergarten idea may find expression. In fact, if we omit those things to which the kindergarten has not exclusive claim, it would be entirely practicable to carry on a kindergarten without the use of any material from a kindergarten sup-

ply house. The world is under great obligations to Froebel for his presentation of the claims of childhood and for his contributions to pedagogical science, but we are not under obligations to accept his entire philosophy, much less need we accept all the conclusions which his admirers have sought to derive from his theories. The true test of an educational idea is not whether it is derived from Froebel or Herbart or Pestalozzi, but whether it is sound in theory and successful in practice. Judged by a practical test, the true kindergarten is found to be of great value to the child. In it he learns lessons of self-control, obedience and consideration for his fellows. He gains habits of industry and self-reliance. He is supplied with definite conceptions of form, color and common properties of objects about him. When he enters the primary school, because his hand has been trained to learn to write more quickly, because he has gained habits of observation, he easily learns to read. He usually accomplishes in a single year the work for which the child who has not enjoyed the kindergarten training requires two years.

The kindergarten is not a panacea for all educational ills. Rightly conceived and wisely administered it is capable of rendering excellent service and is entitled to a place in every well ordered school system.

THEY are slaves who fear to speak  
For the fallen and the weak;  
They are slaves who will not choose  
Hatred, scorning and abuse,  
Rather than in silence shrink  
From the truth they needs must think:  
They are slaves who dare not be  
In the right with two or three.

—James Russell Lowell.

## GRANDMA'S STORY

[The following poem was written by Hazel C. Slaight, a child of 14 years, of the eighth grade of the Tottenville, N. Y., school. We believe that it is an unusually good example of child composition, in thought and sentiment. We offer no other apology for its appearance in the columns of AMERICAN EDUCATION.]

Loving grandma would sit rocking  
In her quaint old rocking chair,  
And her head was gently sprinkled  
With the locks of silvery hair.

Through a face grown old and wrinkled  
Still the light shone clear and bright,  
And she loved to tell long stories  
On a dark and stormy night.

Numerous were these sad, sweet stories,  
And we loved each as the rest,  
But dear grandma here would differ,  
One of them she loved the best.

When we children all had gathered  
And were seated at her knee,  
She'd begin this dear old story  
Just as happy then as we.

"With the banners waving heavenward,  
Passing by the graves by two;  
Laden with flowers were the veterans  
In their uniforms of blue.

All the soldiers' graves they'd covered;  
Near them stood a light-haired child,  
Who besought the leading captain  
In these accents sad and mild:

"Oh! sir, father was a soldier,  
And they say he died so brave;

Can't you put one single flower  
On my dear, dear father's grave?

His grave, sir, does look so humble,  
There's no stone to mark the spot,  
And I know you couldn't have seen it,  
Yonder in that lonely spot.

No, sir, father died not lowly,  
But poured forth his kind heart's blood  
In streams of richest crimson—  
Shed it for his country's good.

How he loved that word called 'onward,'  
Onward through the thickest fight,  
Onward to the front of battle,  
Onward for our God and right.

O'er the graves of his dead comrades  
There your brightest garlands wave,  
But you've put not one sweet flower  
On my dear, dear father's grave.

If my mother were but with me—  
Ah! but she lies by his side,  
For her weary heart was broken  
When my dear, dear father died."

'Right about!' then cried the captain,  
Lifted up the child with care,  
And he laid his hand so gently  
On the curls of golden hair.

'To the right just on the end, sir,  
This way right beneath the tree,  
Here they lie so close together,  
With just room enough for me.'

'Halt! cover with the sweetest roses,  
Both these lowly graves above,  
Take away this little one's sorrow,  
Plant instead the light of love.'

When the graves had both been covered  
She looked up in her sweet way,  
'Thank you, sir, for the kindness,  
You've shown little Bell to-day.'"

BIRTHPLACE OF GENERAL GRANT



From The Progressive Course in Reading, Fourth Book,  
published by BUTLER, SHELDON & COMPANY.

## Editorials

SUBSCRIBERS should read the publishers' notice on the second cover page.

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TOMORROW has need of better men than to-day; the responsibility for their production must fall largely upon the teacher.

\* \* \*

MANY of our subscribers will enter upon the duties of another school year in a new field. They should keep us informed of their changes of address. Please do not forget to do so.

\* \* \*

It is promised by those having in charge the educational exhibit at the St. Louis Exposition that it will be the largest, most representative and best arranged exhibit that has ever yet been shown. The postponement of the event until 1904 will give ample time for perfecting plans for this important feature.

\* \* .\*

WHEN confronted by the present high prices for necessities of life, the teacher has a just right to demand a substantial increase in salary. The prosperity that has aided the producer, manufacturer and tradesman, is working hardship to such of the salaried class as have not received an adequate increase of pay.

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WHETHER the township system, or anything like it, is ever established in New York State, will depend upon those engaged in educational work. When teachers show real interest in this important matter, the attention of the Legislature may be secured. Allied with it, and equally important, is that other matter of free high schools for rural pupils. It is vital to the interest of educational progress in the Empire State that definite, affirmative legislative action be taken upon both of these questions.

A TEACHER writing to an exchange says: "Teachers don't want hints and suggestions, but some one's else work and success brought right to their hands." That teacher has reached the "deadline" of his professional service, and the school board that does its duty will retire him as soon as possible. "Ready-made" teaching is the best evidence that the teacher's days of usefulness (if he has ever been truly useful) are passed.

\* \* \*

THE usual board of education usurps too many of the affairs of management that belong to the principal. A thoroughly equipped and competent school man ought to know more about the management of a school than other business and professional men. Hire a thoroughly trained principal and assistant teaching force; then give him as full powers as possible in the conduct of the school. How often, even in the very important matter of hiring assistant teachers, the principal is not even consulted by the school board.

\* \* \*

IN our leading article this month President George Gunton very ably discusses the question of teaching economics in the public schools. In these times when the interest of Americans is so largely taken up with affairs of commerce, finance and labor, and the problems growing out of them, it is essential that the American youth should understand more clearly the elementary principles of economics. Much of political and industrial revolt and unrest that is barren of real purpose and result may be attributed to the lack of knowledge among the masses of social, industrial and commercial relationships.

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THE Normal School section of the New York State Teachers' Association will discuss the question of the necessity for better financial support for Normal Schools.

It is a timely and important subject. The burden of supporting so many Normal Schools in this State is heavy, yet no other schools in the commonwealth need stronger, better equipped teachers—teachers of great personality, more than do the schools that undertake to train teachers. If Normal Schools are to be maintained they should be liberally supported, and the best teachers possible should be secured to their faculties. It is a waste of State funds to hire others.

\* \* \*

"AND Cæsar was ambitious!" Scarcely less so Cecil Rhodes when he dreamed to secure South Africa to British dominion—a dream now likely to be realized. And the reading of Cæsar's will stirred the Roman populace to frenzy against his assassins because of his rich gifts to the city for the people. And, too, the reading of the will of Cecil Rhodes in which he gives the bulk of his wealth to the cause of education will soften the feelings of many who have looked upon him as a man soulless in any undertaking that did not exalt himself. His will provides for two scholarships at Oxford University for each state and territory of the United States. Five scholarships for Germany, and many for the colonies of the British Empire are also given. His purpose is to bring into closer relation with Great Britain those peoples closely connected with her in racial and family interests.

\* \* \*

"THE function of the public school is to train the child for useful citizenship." Truly this expresses a foundation principle of American education. It may, however, mean much—or nothing. How much, depends upon the teacher's ideal of "useful citizenship," and his sense of responsibility in training those under his charge to be useful citizens. It was Colonel Parker's ideal to train the child, not alone for useful but for joyous and happy citizenship. And we dare say that the marks of his

influence may be found in the lives of those who were so fortunate as to come in contact with his great personality. The Spartan mother taught her boy to bear back the shield of honor from the battlefield, or be borne back upon it. Shall not our girls and boys be taught the same principle? Shall they not be made to realize that the individual is the unit of society and government, and that the vital interests of society and government depend upon their individual womanhood and manhood? Shall they not know through the instruction of the public school that our national life in their generation will become what their lives and efforts make it? What shall it avail the State in times of its greatest need, when the tendencies of our national life may be downward and debasing, that its citizens have been poured full of mathematics and science and philosophy and language—if much definite knowledge of book matter has been given them, and nothing more. To train for "useful citizenship" should have a meaning to every teacher.

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#### THE SOUTHERN PROBLEM

"There is no more humiliating fact an intelligent Southern man has to face than this: That among the white people of the South we have as many illiterate men over 21 years of age as we had 52 years ago, when the census of 1850 was taken! We need to go down to bed rock in this matter and sacrifice much in the lines of ornamental instruction for the great end of wiping from the rolls of our white citizenship the stigma of abnormal illiteracy that now degrades it."—*Atlanta Constitution*.

In the March number of the *World's Work* President Eugene C. Branson, of the State Normal School of Georgia, in a peculiarly able and interesting article on the "Real Southern Question," has this to say: "There are in Georgia only thirty-seven persons per square mile. It takes, therefore, an area of about twenty square

miles to supply enough children for a white school and a negro school. In fact it takes a larger area than this, because only forty per cent. of the children are in school at all for as long a period as one hundred days of the year. Eight-ninths of the school children of the State live in the rural districts. The school problem of Georgia and of every other Southern State is pre-eminently the country-school problem."

It is evident from the above that the South has at once a serious and a most perplexing school problem to solve. In the light of President Branson's statement, it will be readily understood how difficult it becomes for a Southern State to raise sufficient funds to maintain an adequate school system in sections so sparsely settled. It is evident, then, that the Southern people are not responsible—at least wholly responsible—for this unfortunate state of affairs.

From a further perusal of President Branson's article, we find that the residents of these sparsely settled, poverty-confronted districts are eager to grasp any opportunity to better their condition. Speaking of the State Normal School, of which he is the head, he says: "It is a unique student body. Their ages range from seventeen to sixty. One year there were more than forty scholars in the school who were past forty years of age and a half-dozen who were more than fifty. Widows come, bringing their children; even the old Confederate soldier has hobbled into the school on his crutches. Young people, old maids, old bachelors, widows, and even grandmothers make a student body not paralleled elsewhere, perhaps, in the world. Tuition, of course, is free; and there are no fees of any sort. Life in the dormitory is upon the co-operative plan and the cost of living never exceeds eight dollars a month.

"The stories of heroism of some of these students, ninety-five per cent, of whom are self-supporting, are dramatic. One young girl has been supported by a brother paralyzed on one side, who, year after year, has

ploughed with one hand to pay her way. The eagerness with which she has worked to fit herself to teach and to relieve his burden is pathetic. Scores of these young women have chopped cotton and split corn 'middles' and undergone all manner of hardships in field work. They have learned some way enough to obtain a license to teach, and with their first earnings they have flocked to this school for a better preparation. One young woman has for years managed a small tenant-farm for her invalid mother. She has taken the place of a dead father, looked after the younger children, cultivated the farm, taught the country school, and during her vacations as a teacher she comes to the State Normal School for further training."

It is a matter then that very properly concerns, not the South alone, but the whole country. In our eagerness to widen the boundaries of higher education, it must not be forgotten that there are millions who do hunger and thirst after even meager school privileges—and, God pity them, are denied even this small opportunity. However commendable are the efforts of philanthropists to advance our educational interests through liberal endowments of our great colleges and universities, we believe that this barren field of the common school is equally worthy of their attention.

Yet the signs are hopeful. There is a strong educational sentiment sweeping over the South, and reaching into other sections of our country, that these conditions can be bettered. The organization of the Southern Education Board, with its broad scope of encouragement and philanthropy, is a hopeful feature. The rapid growth of Berea College and the institutions at Hampton and Tuskegee, with their widely diffused influence, is significant and encouraging. The interest in this question now being taken by the secular and educational press will have its result.

## General School News

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Supt. Walter H. Small, of Chelsea, Mass., has been elected to succeed Dr. Horace G. Tarbell, as superintendent of the schools of Providence, R. I.

State Superintendent L. D. Harvey, of Wisconsin, has been offered the presidency of the State Normal School at Ypsilanti, Michigan, at a salary of \$5,000.

The American Association for the Advancement of Science will hold its annual meeting at Pittsburg, Pa., June 28-July 3, under the presidency of Professor Asaph Hall.

Prof. J. A. Winans, assistant instructor of elocution at Cornell, has accepted a position as member of the faculty of the University of California, in which he will have charge of the department of oratory.

Dr. Henry Morton, president of Stevens Institute of Technology, Hoboken, and a scholar of note, died recently. He was largely instrumental in promoting the growth and success of the institution of which he was head.

Through the generosity of Valentine Everit Macy, George Foster Peabody and John Crosby Brown, seven special scholarships have been established in Teachers' College, Columbia University, for the assistance of Southern teachers.

Prof. J. H. Beale, of the Harvard Law School, has been granted leave of absence from Harvard for the first half of next year. Prof. Beale will spend this time at the University of Chicago, where he is to organize the new law school which will be established through Mr. Rockefeller's gift. Prof. Beale while at Chicago will act as dean of the law school.

The programs of the different departments of the National Educational Association are being rapidly completed. The numbers already published are evidence that the selections have not been hastily made, either in subjects or speakers. This promises to be a meeting of unusual interest in the history of the association. Every effort possible is being made to secure a large attendance. The place of meeting, while far from being centrally located, has many interesting features, and the residents of Minneapolis are sparing no pains to make their welcome generous and sincere.

The investigations of the Milwaukee School Board, as a subscriber points out, into the expense in each city yearly for the education of a high school pupil, as stated in our April issue, was not entirely correct. According to the report of the superintendent of the Springfield, Massachusetts, schools the cost in that city for the period named was \$66.56, or \$2.56 more than the cost in Philadelphia. The cost in Ithaca, New York, was about \$28, or \$4.70 less than Rochester, New York as reported. It is likely, however, that the estimates were made from cities whose population approached that of Milwaukee.

Booker T. Washington, principal of the Tuskegee Normal and Industrial Institute, has issued a circular wherein he enumerates some of the needs of the institution and gives information as to its present equipment and results. Fifty dollars pays for the education of a student for one year. Two hundred dollars enables a student to finish the complete four years' course, and \$1,000 added to the endowment fund creates a permanent scholarship, the interest upon which pays for the tuition of a student always. The amount of the endowment fund is now \$280,000. It is desired by Mr. Washington and his associates that it be made \$500,000. The average annual attendance of the students is 1,105, whereof 333 are women and 772 men. The teaching force and executive staff number 109.

The Cliff Haven Summer School will hold its summer session on Lake Champlain from July 6 to September 5. A special course in philosophical studies will be conducted by the Rev. F. P. Seigfried, of St. Charles Seminary, Overbrook, Pa., assisted by the Rev. Thomas O'Brien, S. J., St. Francis Xavier College, New York City, and Dr. James Fox, from the Catholic University, Washington, D. C. Special studies in literature will be in charge of Dr. Conde B. Pallen and the Rev. Hugh T. Henry. Plans for a comprehensive treatment of the Middle Ages from different points of view have been arranged by the Rev. D. J. McMahon, D. D., of New York city, to present historical research up to date, in six courses of lectures, dealing with the popes, the rulers, the philosophers, the writers, saints, and sages, which will be given by the Rev. William Livingston, New York; the Rt. Rev. Monsignor Loughlin, D. D., Philadelphia; Very Rev. D. J. Kennedy, O. P., Somerset, Ohio; Rev. Thomas I. Gasson, S. J., Boston; Dr. Conde B. Pallen, New York, and Dr. Charles P. Neill, who holds the Bannigan chair of political economy at the Catholic University, Washington, D. C.

The Cornell trustees, through their executive committee have made some important appointments in the instructing staff for next year. They elected Dr. A. Guideman an acting assistant professor in Latin; E. J. McCausland an assistant professor in civil engineering; Herman Diederichs, at present an instructor in Sibley College, as assistant professor in experimental engineering in the same college; Dr. Ernest Albee and Dr. Albert Lefevre, at present instructors in the Sage School of Philosophy, assistant professors in the same department, and Instructor I. M. Bentley, assistant professor in psychology. Dr. L. L. Forman was made instructor in Greek, Dr. J. P. Laing and Dr. Paul R. Bope instructors in German; Dr. Chester Murray, Cornell, '99, instructor in French, and Dr. Lane Cooper, the son of Professor Cooper, of Rutgers College, instructor in English. In the Ithaca branch of the Medical College, Drs. W. J. Abbott and B. A. Cohon were raised from assistantships to instructorships. W. C. Throe was promoted to an instructorship in histology and embryology, and

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H. D. Reed to an instructorship in systematic zoology. George A. Oldham, a member of the senior class, was promoted to an instructorship in elocution and oratory. F. S. Miller was appointed to a new assistantship in geology, and a new assistantship, unfilled, was established in chemistry. Dr. Lefevre's promotion is particularly liked among the undergraduates. The list is notable in that at no previous time in recent years have so many promotions been made of members of the acting staff.

No other institution of its kind in this country has done more to advance popular education than Chautauqua Assembly—now, by recent special legislation bearing the name "Chautauqua, an Institution for Popular Education." The opening of its summer session will occur July 2, and the session will close August 28. Many educational and social topics will be considered. The schedule of special week's programs will include one week to be devoted to each of the following subjects: Social settlements; arts and crafts; young people's societies; municipal progress; the labor movement; modern industrial advancement; public improvement. The following are

some of the lecturers who will participate in the fifty-eight-day program: Prof. Edward Howard Griggs, Montclair, N. J.; Prof. Edwin Erle Sparks, University of Chicago; Prof. Richard Burton, University of Minnesota; Mr. Leon H. Vincent, Philadelphia, Pa. Among the other lecturers engaged are: Prof. Earl Barnes, Gen. John C. Black, Mr. John Willis Baer, Miss Jane Addams, Mr. Frank T. Bullen, England; Rev. Charles W. Gordon (Ralph Connor), President William R. Harper, Dr. James M. Buckley, Mr. W. W. Ellsworth, Mr. John DeMott, Hon. Carroll D. Wright, Dr. S. C. Schmucker, Mr. Frank Beard, Prof. Alcee Fortier, President John H. Barrows, Robert E. Speer, W. H. Geisteright, Frank R. Robertson, Mr. Frank P. Sargent (grand master, Brotherhood of Locomotive Firemen), Mr. John Mitchell (president of the United Mine Workers of America), Bishop John H. Vincent, Zurich, Switzerland; Rev. John McNeil, Scotland; Rev. George Jackson, of the *Wesleyan Methodist*, Edinburgh; Dr. J. Wilbur Chapman, New York city; Dr. C. F. Aked, England; Rt. Rev. Thomas F. Gailor, Bishop of Tennessee; Dr. Lincoln Hulley, Bucknell University; Dr. W. F. Oldham, Chicago.

## In the Schools of the State

### AT LARGE.

Rev. William R. Territt, D. D., professor of American history at Hamilton College, and dean of the college, died recently. He was a man of exceptional ability as an educator, orator and preacher, and his death is a distinct loss to the college.

A large committee has been appointed to secure a larger membership for the State Teachers' Association, and are actively at work in all parts of the State.

### COUNTIES.

**Albany.**—Stuart Robson, the eminent actor, addressed the pupils of the High School at the time of the recent visit to Albany.—Prin. Oscar D. Robinson and Mrs. Robinson will spend the time of the school vacation in Europe.—The Coon act places the whole matter of transfers in the hands of the superintendent of schools. The transfer of teachers is also made a part of his duties.—Prof. James A. Horne, a member of the faculty of the high school, is very dangerously ill at this writing, and may not recover. He is a very valuable member of the teaching force of the city.—A large number of the friends and patrons of school 13, Albany, of which Miss Julia Cordell is principal, inspected the exhibit of the work of the school. The work received very favorable comment.—Many thousands of dollars will be expended in repairing the school buildings in Albany.—The board of education at Albany have elected William P. Burris as principal of the Training School for Teachers. This place was made vacant last January by the resignation of Principal C. E. Franklin, who secured a position as associate superintendent of schools in Greater

New York. Since that time Assistant Principal Harriet E. Van Buren has been in charge. Professor Burris is a graduate of DePauw University and Harvard University. He has also taken a course at the Teachers' College of Columbia University. He is very highly recommended by many college and university men of note, among them Dr. Nicholas Murray Butler.—According to the provisions of the new law the board of education for the city of Albany had power to make any changes in the teaching force of the schools that they saw fit. They have re-elected all teachers, however, that asked for re-election, from Superintendent Cole down.—Prof. Wm. B. Aspinwall, of the Normal College, will spend a year at Paris, where he will follow a course of study.

**Allegany.**—The Northern Allegany Teachers' Association held its meeting at Angelica and discussed the following subjects: Class exercise, Miss Eva E. Montague, Angelica. Symposium—"The Needs of Our Schools" (1) From the standpoint of parent, Dr. C. R. Bowen, Almond; (2) from the standpoint of trustee, Dr. C. H. Lyman, Fillmore; (3) from the standpoint of teacher, Mary E. Crowley, Fillmore. "Absence and Tardiness," Com'r Geo. W. D'Autremont, Hume; "Ethical Training," ex-Com'r D. D. Dixon, Angelica; "The Art of Questioning," Prin. Frederick Leighton, Rushford.

**Broome.**—The meeting of the Broome County Teachers' Association, of the second district, was held at Lestershire. The program was in part as given below: Class exercise; reading, Elizabeth Wilson; "New York State Common School System," Prof. J. L. Lusk; "Excuses," Lena Phelps; "Value of Neatness in the School Room," Nellie Ottman. Discussion of above,

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Louisa Montgomery. "Significance of Holidays," Mrs. Viola Moyer; "New York State Normal School System," Prof. E. T. Graves; "Busy Work for Primaries," Vira Nette Mitchell. Discussion, opened by Clara Guier. Question box, Prof. A. C. Mayham; "Rural School Legislation," Com'r E. B. Whitney; "Bands of Mercy in Country Schools," Mrs. H. C. Preston.—In the Fairview School at Binghamton, according to the *Binghamton Herald*, there was recently enrolled the eighth pair of twin children, and at the present time it has the notable distinction of having probably the largest number of twins of any school in this State, and possibly of any school in the United States. It is no longer a mystery why the East End is gaining in population more rapidly than any other part of the city, or why the board of school commissioners have constantly before them the problem of enlarging the Fairview school building, without ever reducing it to a finality. Multiples and additions are evidently the first arithmetical object lessons taught in this school.

**Cattaraugus.**—Miss Winifred Smith, of Little Valley, will teach in the Allegany High School.—Commissioner S. A. Peavy, of the second commissioner district, made a strong appeal to his common school teachers to attend the county association meeting, as follows: "It is frequently said—and with much truth—that those teachers who should be most benefitted by such meetings very generally neglect to attend. I am aware that such attendance often means considerable trouble and expense; but it is always time and money well invested. Let your pupils, patrons, and school authorities know that you are willing to make sacrifices in order to come in contact with the best educational thought of the times and your efforts will be rewarded sooner or later by better discipline, better school work, better support, and better salary. I am very anxious that the common schools of this commissioner district should rank high among those of the State and that such rank should be generally known. Your attendance and participation in teachers' associations will promote both of these objects."—The program of the County Association was as follows: "Two Duties We Owe Ourselves," Supt. T. S. Bell, Salamanca. "Advanced Arithmetic," Dr. E. A. Bishop, Randolph; Prin. C. E. Melrose, Ellicottville; Miss Gertrude E. Shelp, Salamanca. "The Teacher's Influence," Miss Esther J. Childs, Portville. Intermission. Transaction of business. "Technical Education in Clay Working," Prof. Charles F. Binns, Alfred; "English," Dr. Charles Davidson, Regents' office; "The Teacher as a Student," Supt. Fox Holden, Olean; "Character Building," Prin. A. C. Miller, Little Valley.—Both Supt. Fox Holden and O. W. Wood, principal of the High School, of Olean, have resigned their positions.

**Cayuga.**—The voters of Aurora have decided to erect a new school building.—The following program was arranged for the meeting of the Teachers' Association at Poplar Ridge: Address of welcome, Charles Cook; reply, Prin. J. D. Bigelow; music (vocal duet), May and Minnie Sherman. "Fractions," George R. Guindon;

"First and Second Grade Busy Work," Grove Stoyell; "Examinations," Prin. J. H. Bensley; class exercise; "Intermediate Geography," Prin. H. M. Bowen; "Patriotism Taught in the School," H. S. Ward; "Epochs in Medical History," Dr. E. W. Bogardus; "Mis-Directed Effort," Prin. J. D. Bigelow; class exercise in decimals, Miss Frances B. Clack; "Primary Reading," E. May Ward; "Civics," Prin. Jesse E. Bell.

**Chautauqua.**—Miss Bessie Barnmore, of Fredonia, has secured a kindergarten position in Olean.—Prin. W. Glen Penhollow, of Knapps Creek, a Fredonia Normal graduate, has been elected to fill the vacancy at Chautauqua caused by the resignation of Prin. P. J. McEvoy.—Prin. L. W. Baker, of Clymer, is a candidate for the office of commissioner in the first district.—Charles F. Walter, of Middlesex, N. Y., a graduate of Syracuse University, has been elected to the principalship of the Sinclairville High School.—Below we give the program of the Chautauqua County Teachers' Association: "Ventilation and Sanitation; (a) Conditions, (b) Remedies," Com'r W. A. Holcomb, Fredonia. Discussion opened by Supt. E. E. Scribner, Dunkirk. "Commercial Geography in the Grades," Miss H. Allene Warner, Dunkirk. Discussion opened by Miss M. Augusta Harnden, Jamestown; Miss Julia Sherman, Fredonia. "History in Words," Frank H. Wood, supervisor of teachers' training classes; annual address, Chancellor James R. Day, Syracuse University; "The Physical Welfare of the Child," Dr. B. B. McElhaney, physical director, Jamestown. Questions and general discussion. "Manual Training," Prin. E. J. Howe, Silver Creek. Discussion opened by George F. Hale, director of manual training, Jamestown; "Free High Schools for Rural Pupils," Prin. S. S. Travis Sherman. Discussion opened by Prin. P. K. Pattison, Westfield.—Miss Cynthia Osborne and A. B. Mason are newly elected members of the Sherman faculty.—Jamestown needs a new ward school building, and will probably erect one this season.—J. S. Flagg, who has served the interests of the third district for many years as school commissioner, has withdrawn as a candidate for re-nomination. This leaves the field open to Prin. J. S. Wright, of Falconer, his only competitor, and one of the most level-headed school men in the county.

**Chenango.**—Miss Laura C. Juliand, of Greene, has accepted a position at New Rochelle. Her position in the primary department of the Greene school will be filled by Miss Katherine Lombard.—Ernest L. Elliot, who has been acting principal at Hamilton during the past year, has been elected principal of the Afton school.—The annual meeting of the Chenango County Teachers' Association was held at Norwich. The following program was carried out: The address by Superintendent George Griffith, of Utica, on "The Spirit of the Teacher," was an inspiring one. The schools of the county were well represented, especially those of Oxford, Greene, Sherburne and Smyrna. The next meeting of the association will be held in Norwich. The following officers were elected for the ensuing year: President, Prin. Lombard, of Greene; vice-president, Principal Loomis, of Sherburne; secretary, Miss Antoinette Johnson; treasurer, Miss Northrup.

**Columbia.**—The meeting of the Hudson River Teachers' Association was held at Hudson. The officers of the association are as follows: President, Prin. W. L. Millias, of Valatie; vice-president, Prof. Charles Hale, of Catskill, secretary, Miss Clara L. Greene, of Catskill; treasurer, Prin. Scott Youmans, of Kinderhook; executive committee, Mrs. H. M. Mace, of Catskill, and Prin. W. L. Millias, of Valatie. The following is the program: "What Shall We Do With the Boy Who Lies?" Miss Marian Everett, Hudson. Discussion opened by Prof. Charles Hale, Catskill. "How We May Inspire Our Pupils to Be Honorable," Supt. Frederick N. Moulton, Saugerties. Discussion opened by Prin. Scott Youmans, Kinderhook. "Educational Values From the Pupil's Standpoint," Head Inspector Charles F. Wheelock, Regents' office, Albany. Discussion opened by Supt. Thomas A. Caswell, Catskill. "Keeping Up With the Times," Prin. Charles S. Williams, Chatham. Discussion opened by Prin. Marion Lewis, Catskill. "The First Year in School," Miss Alice Babcock, Catskill. Discussion opened by Prin. A. T. Bennett, North Chatham. "Pictures in the School Room," Miss Mabel Root, Catskill. Discussion opened by Prin. Franklyn Peterson, Jr., Rossmans.

**Cortland.**—The meeting of the Teachers' Association, of the first commissioner district, Cortland county, was held at Cincinnatus, May 24. The following program was given: Address of welcome, Hon. Wilbur Holmes, president of the board of education, Cincinnatus; response, Ernest A. Conrad; "A Winter in Florida," Minnie M. Jones; "The Modern School," Frank G. Trapp; "The Metric System," Almon O. Nye; "Some Mistakes That I Have Made," James A. Shea; "Maintaining a Popular Wage Standard," Vann H. Smith; "Character—To Make and to Mar," Charles H. Huntley; "Teaching History," Albert C. Mayham.—Prin. W. A. Coon, of Marathon, according to the local paper, has decided not to accept an offer of re-election. He has filled the position for seven years, very efficiently.—program was as follows for the meeting of the first commissioner's district held at Harford: "Development of Self-Government," Martin E. Chapin; class exercise, fourth grade geography, Lillian M. Lyon; "The Culture Side of Education," Alice M. Belden; class exercise in language, William Halloran; "Peculiar Children," Mary E. Edwards; "Symmetrical Development," Harriet E. Pollard; "Unconscious Teaching," Jessie L. Barnes; "Plant Study for Primary and Intermediate Grades," Libbie J. Sweetland, school com. Tompkins county.

**Delaware.**—The future of Delaware Literary Institute at Franklin is in doubt. Since the resignation of Principal Multer the question has arisen whether or not sufficient finances can be secured to carry on the school. Unless the citizens of Franklin, or some generous individual, comes forward with an endowment, it is likely that the doors of this institution will be closed. The question of converting it into a union school is discussed somewhat. The Institute is in a historical building. Jay Gould received his early education here.—James M. Glass, a graduate of Hamilton College, has been engaged as principal

of the Sidney High School for the coming year. Mr. Glass has been principal of the High School at Prattsburg, Steuben county, for the past five years, and has the highest recommendations. The resignations of Miss Nellie M. Hopkins, vice-principal; Miss Neva N. Weager and Mrs. Florance Wooster, have been accepted, and Miss Nora L. Warner has been engaged as vice-principal, and Miss Ella Russell and Miss Grace Wood, of Sidney, grade teachers.

**Dutchess.**—Prin. Thomas Colby, Jr., of Taneyville, has accepted the principaship of the Glenham school at a salary of \$850.—George DuBois of Highland, who will graduate from the Syracuse University in June, has been engaged as principal of the High School at Millerton, Dutchess county.—Superintendent Edwin S. Harris, who has looked after the interest of the Poughkeepsie schools since 1897, has resigned his position to take effect at the end of the school year. His successor has not been chosen at this writing.

**Erie.**—The spring meeting of the Erie County Teachers' Association was held at Depew. A strong program was presented, as given in part below: "The Ideal Teacher," Estelle I. Snyder, Williamsville; reading, class exercise, Mary Carnay, Depew; "Hindrances to Good Work in the Rural Schools," Elma B. Hubbard, Leslie; "English in the High School," Helen L. Dunston, Buffalo Normal school; "Art in the School Room," Helen E. Brua, Tonawanda; "Some Things Not in the Curriculum," Prin. George L. Hanley, Buffalo; "The Plastic Mind," Susan F. Chase, A. M., Ph. D., Buffalo Normal School; lecture, "The Geometry of Life," the Rev. F. Hyatt Smith, Williamsville.—The Principals' Association of Buffalo has elected the following officers: President, W. W. Zubrick, school No. 37; vice-president, Eugene C. Hughey, school No. 52; secretary, Milton Kleis, school No. 28; treasurer, W. H. Mackey, school No. 53; executive committee, F. W. Fisher, school No. 43; C. P. Alvord, school No. 26; H. C. DeGroat, school No. 31; H. W. Adams, school No. 55; N. P. Browning, school No. 38.—The Masten Park High School, through the efforts of Principal Fosdick, has secured a scholarship in Princeton University.—Prin. Geo. H. Stowits is probably the oldest school teacher in Buffalo. He is familiarly known as Major Stowits, having won a commission by gallant service in the war of the Rebellion. He was presented with a sword by the members of the company he commanded. He never allowed this trophy to get beyond his reach until about twenty-five years ago. He at that time loaned it to a supposed friend, who deposited the sword with a saloonkeeper in Trenton avenue. For twenty-five years Prin. Stowits' treasure was lost. Finally, after many years of futile searching, he located the sword. A short time afterwards he established his claim to it. Now the sword adorns a conspicuous place on the walls of his office at the big public school in Oak street.—Dr. Ida C. Bender has been elected president of the Women Teachers' Association of Buffalo. The other officers are as follows: First vice-president, Miss Marv M. Wardwell; second vice-president, Miss Mary W. McKee; recording secretary, Miss Jo-

sephine Durney; corresponding secretary, Miss Eleanor F. Wood; financial secretary, Miss Martha M. J. Unholz; treasurer, Miss Ellen M. Wells; trustees, Miss Marietta Craig, Miss Adele Graybiel, Miss Edith Huson, and Miss Clara Swartz.—The rooms of the Buffalo Society of Natural Sciences have lately been visited by many thousands of the school children of Buffalo. A series of stereopticon pictures along lines of geography have attracted them, and excited their interest. While there they have also had the privilege of visiting the Fine Arts Academy to see the collection of paintings and statuary there exhibited—having had the same explained to them by the secretary. The society is taking painstaking interest in making this work of benefit to the schools, and is doing excellent work in behalf of the children.

**Franklin.**—Miss Maud E. McClary has accepted a position as a member of the faculty of Franklin Academy at Malone.

**Fulton.**—The Teachers' Institute convened at Canada Lake, May 19th, in the large parlors of the Canada Lake House, which were thrown open through the kindness of the proprietor, Mr. Fulton. Canada Lake was not very well known, by even the teachers; but it was found to be a beautiful summer resort, twelve miles by stage from Gloversville, among the foothills of the Adirondacks, the postoffice of which is Pine Lake, a mile and a half away. A drenching rain fell all day Monday and the attendance was thereby delayed, but Conductor Williams proceeded in his usual happy and business-like way, without being disconcerted by the unauspicious circumstances. Conductor Smith came in Wednesday and Conductor Hull, accompanied by Prin. Jennings, of Johnstown, arrived on Friday. Miss Rice, in drawing, and Miss Shreiber, in English, were the instructors. Evening excursions were enjoyed on the lake and evening entertainments in the parlors. The teachers showed their appreciation of Mr. Leek, who has been commissioner three terms, by presenting him an umbrella and a suit case—suggestive of the weather.—The voters of Gloversville have registered an almost unanimous decision to erect a \$20,000 school building in the sixth ward.

**Genesee.**—The Teachers' Association of Genesee county held a recent meeting at Batavia. The morning session opened with a musical rendition by Principal Clapp, of the Cortland school, which was followed by an address on "The Teacher's Influence," by Superintendent Burritt, of the New York State School for the Blind. Prin. C. T. McFarlane, of the Brockport Normal School, spoke on "Modern Educational Ideals."—Batavia's board of education has voted to engage E. A. Ladd, of Bergen, as principal of Batavia's High School. His salary will be \$1,200 a year. Prof. Kennedy has been re-engaged as superintendent of Batavia's school system.

**Herkimer.**—Margaret E. Tugger, principal of the South Side school at Herkimer, has been elected principal of the Herkimer County Teachers' Association.

**Jefferson.**—Miss Sadie Harding, of Adams Center, will teach at Adams next year.

**Livingston.**—Dr. H. J. Schmitz, science teacher of the Geneseo Normal, gave the last of a series of illustrated lectures in Normal hall, May 22. These lectures are of great educational value and are enjoyed by the citizens of Geneseo and vicinity. Dr. Schmitz sails for Europe early in June, where he expects to spend the summer. His wife and niece will accompany him.—A new library building will be erected in connection with the Normal School during the coming summer. It will contain reference books as well as the standard works of literature.—H. Burns Marvin, of Springwater, has been elected principal of the Dalton High School. Principal C. C. McColl resigned to enter the field as candidate for school commissioner of Allegany county—Miss Elsie Latimer, of Mt. Morris, has been elected preceptress of the Mt. Morris High School.—The meeting of the Teachers' Association for the first commissioner district, was held at Livonia. The program was in part as follows: "The New Basis of Geography," Arthur G. Clement, State inspector; "Stocks and Bonds," Miss Elizabeth Daily; "Who Are Educated?" Dr. John H. Milne; "Mirages," Lewis Stapley; "The Teaching of Biologic Sciences," Inspector Clement; "Decimals," Prin. C. G. Sanford, of the Livonia High School; "A Famous Instructor," Miss Nellie D. Brown; "The Course of Study," Prof. Charles T. McFarlane; "Winds," Charles Jewell; "America's Commercial Supremacy," Mr. McFarlane; "Benefits to Be Derived From a Teachers' Association," W. H. Wheeler; "Some South African Experiences," Miss Kellogg.—Miss Fannie I. Baker, of Geneseo, has been elected assistant preceptress at Mt. Morris.—The newly elected officers of the Livingston County Teachers' Association are as follows: President, J. D. Sullivan; vice-president, Miss Clara Gray, of Caledonia; secretary, Miss Minnie Toole, of Geneseo; treasurer, School Commissioner S. L. McNinch, of Conesus.—Principal E. J. Bonner, of Dansville, has been chosen to deliver the master's oration in representation of the candidates for the second degree at the June commencement of Hamilton College.

**Madison.**—The board of education at Oneida has made several important changes in the faculty of the High School and grade schools for the next school year. In place of Miss Edith M. Farrell, who has gone to Chile, Miss Winifred Reynolds, of New York, now at Syracuse University, has been engaged. She will have first year work in the High School course. Miss Margaret Dewey, who is a Plattsburg Normal graduate and holder of a State certificate, has been engaged in place of Miss Jane Chalmers, who has resigned. Miss Dewey is now teaching at Jefferson. Mrs. Duncan McDougall, the oldest teacher in the city schools, has also resigned, and Miss Emma Jurden will fill her place. Miss Jurden is a graduate of the High School and the Oneonta Normal School. Miss Mary G. Deering has been given the place held by Miss May Marsall for the past few years. The new supply teacher in place of Miss Deering will be Miss Frances Thompson. Both Miss Thompson and Miss Deering are

graduates of Oneida High School and of the teachers' training class.—Miss Lillian Eldredge, preceptress of the Earlville school, has accepted a position at Great Neck, L. I., N. Y. Miss Muriel F. Rogers, of Brookfield, has been elected to fill the vacancy thus caused. Miss Ella J. Goodnow and Miss Burchard have also resigned their positions.—Canastota, by a vote of 343 to 25, has decided to accept the Carnegie library offer, \$10,000.—E. A. Bingham, a graduate of the Cortland Normal, has been elected principal at Georgetown, and Miss Anna D. Harvey, Cortland Normal, teacher of the intermediate department. Prin. W. W. Wright, Jr., will take a course at Amherst College.

**Monroe.**—About seventy-five teachers were present at the opening of the meeting of the Teachers' Association of the second commissioner district, of Monroe county, at Rochester. Herbert G. Reed, principal of the Union School at Charlotte, presided, Miss Sara Kinsella acting as secretary. After Miss Kinsella had read the minutes of the previous meeting, an address was delivered by James D. Sullivan, State attendance inspector, of State Superintendent Skinner's staff. Mr. Sullivan's theme was "Three Kinds of Teaching." Samuel P. Moulthrop, principal of Washington School No. 26, gave an interesting talk on "How to Interest the Pupil in the Race Which Preceded Us." Principal Moulthrop has given much study and research in matters pertaining to the Indians; particularly the Iroquois tribe, and exhibited several interesting relics. He is authority on the ancient Indian trails, and has devoted many years to original investigations. The next speaker was Professor Dodge, of the University of Rochester, who asked the teachers to inculcate in the minds of their pupils an interest in birds, and in their protection. Professor Dodge has frequently talked to Rochester teachers on this subject, and the result is shown in the enthusiasm in the study of the bird creation, especially among the younger pupils. Prof. H. L. Fairchild, of the university, gave an entertaining and instructive talk on "Local Physiographic Features," in which he treated of the geological formations in the valley of the Genesee river. Prof. J. Howard Bradstreet spoke on "Side Issues in School Work." Professor Bradstreet believed that it was the duty of a teacher to ascertain the side issues toward which a pupil is attracted, and to endeavor to aid the pupil to do his best on lines to which he is attracted.

**Montgomery.**—Randolph T. Congdon, assistant principal of the Canajoharie High School, has resigned his position.—The Tri-County Educational Council held its annual session at Fonda. President A. L. Peck presided. Following is the program in part: Address, "Children's Ethics," E. M. Fairchilds, Albany. Discussion, "The Old vs. the New—What Have We Gained? What Have We Lost?" C. F. Wheelock, of Albany; D. D. Crouse and George Fenton, of Broadalbin, took the side of the old; while the new was discussed by Principals Schuyler F. Herron, Canajoharie, W. H. Lynch, of Amsterdam, and Henry Wheaton, of Fultonville. Following this was a general discussion of educational matters.—

In our May number we said that James Baird, of Amsterdam, had been elected principal of the Fort Plain High School. We supposed that our information was authentic, but have been informed that it is not. In answer to a letter of inquiry, Prin. Howard Gray tells us that he signed his contract to remain two months ago. We regret such errors, but cannot always avoid them.

**Nassau.**—Miss Mabel S. Schneider will teach in the Glen Cove school.

**Niagara.**—Miss Marie Hofer, of Rochester, pleased and instructed the teachers of Niagara Falls recently by a lecture on "Music and Games."

**Oneida.**—The newly elected principal at Vernon Center is Robert H. Skinner, Jr., of Lowell. —Hobart G. Berry, a graduate of Hamilton College, 1902, has been engaged as principal of the Remsen High School for the coming school year and Miss Ethel H. Robson, a graduate of Brockport State Normal School, has been secured for the intermediate department. Miss Straight, preceptress, and Miss Washburn, primary department, have been retained by the board.—The school population of Utica has increased 54 per cent in ten years, but school accommodations have not been made accordingly. New school buildings are advocated.—"More room" is the cry that comes up from Rome. The school population has increased far in excess of the building facilities.—The teachers of the second commissioner district held the spring meeting of their association at Clinton, Saturday, May 24. The following papers and addresses were given: "School Decoration," written by Prin. J. B. Swinney, read by Mr. D. W. Redmond; paper, "Teaching Regents' English," Miss Alice Welles Benham; address, "History and Civics," Prin. J. Earl Carmichael; paper, "Duty," Com'r W. J. Lewis; address, Prof. William H. Squires, Hamilton College. All who took part did themselves credit. The following officers were elected for the coming year: President, J. Earl Carmichael, Vernon; vice-president, Mrs. O. M. Buchanan, Clayville; secretary and treasurer, Prin. J. C. Franklin, Deansboro; executive committee, Prin. P. L. Wright, Clinton; Prin. F. R. Spaulding, Oriskany Falls, and Miss Willard, Waterville.

**Onondaga.**—The Teachers' Association, of the third commissioner district, met at Jamesville, May 17th. The following program was prepared for the occasion: "School Discipline," Oscar W. Henn; "The Teacher's Voice," Miss Myra Williams; "Something Inspirational," Asa S. Knapp; "My Experience in Geography," Miss Lovern Gray; "Special Difficulties in Rural Schools," Harwick Lollis; "English," Miss Delia M. Clark; "How much Civil Government Should Be Taught in District Schools," W. S. Austin; "Primary Reading," Miss Anna C. Coughlin; class exercise in advance reading, Miss Mary A. Dowd. S. R. Brown, of East Syracuse, is president of the association.—Miss Sarah Louise Arnold, of Boston, recently addressed the teachers of Syracuse on the subject, "School and Afterward."—Prin. John D. Wilson addressed the May meeting of the Onondaga Educational Council on the subject,

"Out of School Studies."—The recent banquet of the Syracuse Alumni of Cornell University was the largest and most successful in the history of the association. Sixty attended the meeting. President Jacob Gould Schurman was the guest of honor. Among those delivering addresses was Supreme Court Justice Frank H. Hiscock.

**Orange.**—The Schoolmasters' Council of the Highlands held its third and last meeting of the year at the Palatine hotel, Newburgh. After a fine banquet on Friday evening, Prof. William H. Mace, of Syracuse University, addressed the council on "Student Life in English and German Universities." Dr. Mace contrasted the ideals of English and German education by saying that the universities of England aim to make a man; the universities of Germany, a scholar. English education is practical in its object. The student is fitted to lead the English nation and to add to its greatness. He is in a class by himself, and is at all times reminded of the duties for which he is being fitted. The restrictions on his student life are many and rigorous. He goes to his university, enrolls himself in his college, and thereupon becomes fast bound in a narrow circle. If he lives in the college dormitories, he must retire at a certain hour, rise at a certain hour, eat in the same room with his instructors, wear his cap and gown on nearly all occasions, and live under various other restrictions. The college gates are closed at ten at night, and the student cannot enter or leave after that hour. If he lives in a boarding house outside the college grounds, he gets no more liberty there. The landlord must sign a contract to take no one but college students to board, without permission from the university authorities; to lock securely all doors and windows on the ground floor at ten p. m.; to prevent students entering or leaving after that hour, and to report all the actions of his boarders, once a week, to the college authorities. The English college is thus a large family, in which the boys are looked after with as much care as in the private schools of the United States. In Germany, on the other hand, the student pays his fees, goes to lectures or not, as he pleases; travels from one university to another, and seldom makes himself known to a professor until a short time before he is ready to take his examinations for a degree. The professors take no interest in their classes, but rush into the lecture room, deliver their lecture, and rush away again. They are absorbed in their research work, and in a small coterie of students who are making investigations in their special line of work. The students have no baseball or football teams, or other athletic sports to bind them together, and so they join fraternities, whose chief aims seem to be Kneipeing, or holding a celebration in honor of some professor or important university event; and fighting their absurd duels, whose object is to get more scars than you give. Their enjoyments are always spiced with quantities of beer and smoke. Professor Mace pointed out how the United States, in the small college, has taken the best elements of the English idea, and in the university, is adopting many of the principles of the German. After the address, Prin. Otis Montrose, of Cold Spring, as toastmaster, called upon Prin. F. C. White, of Cornwall-on-Hudson; Prin. G. R. Miller, of Mattea-

wan; Rev. S. C. Hearn, of Brewster; Dr. J. M. Yeager, of Carmel; Dr. Carlos H. Stone, of Cornwall, and Mr. Creswell MacLaughlin, editor of *The Schoolmaster*, Cornwall-on-Hudson. At the morning session, Prin. Guy H. Baskerville, of Goshen, read a paper on "Culture Work in the Public High School," which was followed by an interesting discussion.—The Orange County Teachers' Association held their semi-annual meeting at Tuxedo Park. The following was their programme: Address of welcome, Rev. G. G. Merrill, D. D., Tuxedo Park; Response, Prin. G. H. Baskerville, Goshen; Paper, Some of the Greatest Needs of Our Schools, Commissioner Wm. P. Kaufmann, Port Jervis; Discussion, led by Commissioner Charles Rivenburg, Walden; Paper, "Reciprocal Relations of Board and Teachers," Mr. C. W. Kerner, President of the Board of Education, Chester; Discussion, led by Prin. George Schaible, Florida; "The Ideal Teacher from the Parent's Viewpoint," Judge F. V. Sanford, Warwick; Paper, "The Educational Value of Games," Prin. M. T. Scudder, New Paltz Normal School; Discussion, led by Prin. L. W. Hoffman, Warwick. President, Prin. W. A. Wheatley, Chester; 1<sup>st</sup> vice-president, Prin. S. H. McIlroy; 2<sup>nd</sup> vice-president, Miss Bertha J. Taylor, Monroe; secretary, Prin. Orville Eichenberg, Monroe; treasurer, Miss Sarah W. Snowden, Newburgh.—H. V. Rulison, principal of the Lisie Academy, has been elected principal of Warwick Institute. He is a graduate of Syracuse University.

**Orleans.**—The following program was used at the meeting of the Orleans County Teachers' Association held at Albion: Paper, "Training Pupils to Study," Miss Georgia A. Salisbury Holley; "Are the Grade Examinations Issued by the Department Helpful?" discussed by T. L. Plummer, of Kendall; Miss Ethel Thorpe, of Barre, A. L. Whipple, of Barre; paper, "Waste in Education," Miss Florence Luttenton, Kent; "One Thing I Make Prominent in My Discipline," discussed by J. B. Oakes, of Ridgeway; Miss Clara Mills, of Waterport; "School Ethics," Freeman E. McNall, Medina; address by Prof. W. H. Squires, of Hamilton College. The executive committee consisted of Neil K. White, president; G. H. Paine, vice-president; Miss Cora V. Luttenton, secretary and treasurer.—Ralph Mosher, a graduate of Williams College, will succeed Freeman McNall as vice-principal of the Medina high school. Mr. McNall has accepted a position at Pittsburgh, Pa.—Miss Laura Gay has accepted a position in the faculty of the Jamaica Normal School. Miss Grace Irene Williams, of Seneca Falls, will succeed her.

**Oswego.**—J. C. Park, of Marcellus, has been appointed to a position in the Oswego Normal School.

**Otsego.**—Albert H. Watkins, a graduate of the Buffalo Normal School and Syracuse University, has been elected to the principalship of the Richfield Springs high school.—Harrison Cossaart Roseboom will teach the school at Springfield Center the coming year.—The association of the second commissioner district met at Milford. The following subjects were discussed: Lecture, Wedding Bells, Rev. J. C. Russell, D. D.; Is

**Psychology a Necessary Aid in Teaching the Young?** Mary Sawyer, Mary Elliott, Prin. S. T. Gano; Two Things of Vital Importance to the Teacher, Commissioner Bolton; How can Rhetorical Work Best be Done in the District School? John B. McManus, E. C. Miller, V. D. Stocking. What is the Practical Value of Drawing to the Average Child, as it is Taught in the District School? Mayme Redding, Prin. O. C. Babbitt, Principal Hayes; What in General are the First Steps to be Taken to Secure Good Discipline in School and to what Extent, Outside the School, Should a Teacher Aim to Make the Discipline Felt? Prin. M. R. Porter, Principal Goodenough, Prin. C. A. Miller; Which Method is the Better to Use for Engineers, the One Employing the Word, or the Sentence, as a Unit? Lena D. Bailey, Jennie M. Green.—Prin. George N. Fuller, of Jeffersonville, has been elected to the principalship of the East Worcester school.—The Principals' Association met at Edmeston. The program of the session was as follows: What is the Reason that so Few Follow Teaching Beyond Middle Life? Prin. M. Burlingame, Cherry Valley, Prin. A. E. Barnes, Unadilla; Is it an Advantage to a Union School to Secure Outside Contracts? Prin. O. C. Babbitt, Hartwick, Prin. C. S. Derrick, Morris; The Teaching of Arithmetic, (a) Object aimed at. (v) Number concept. (c) Work of first year. (d) Where to begin. (e) Different methods. Prin. W. D. Johnson, Cooperstown; Prin. R. S. Roulston, Oneonta; The Purpose and Character of Discipline in the High School, Supt. W. C. Franklin, Oneonta; Prin. E. B. Callahan, Richfield Springs.

**Putnam.**—Miss Hazel Elizabeth White, of Walton, has accepted a position as teacher in English and history in Drew Seminary, at Carmel.

**Rensselaer.**—A training class for teachers will be established in connection with the Rensselaer public schools. A commercial course of study is also contemplated.

**Saratoga.**—Miss Irene Benham, of Clifton Springs, has secured the position of teacher of languages in the Saratoga Springs high school.—Walter S. Knowlson, principal of the high school at Saratoga Springs, has resigned his position to accept one with the New York Life Insurance Company. He has rendered very valuable service to the school with which he has been connected.

**Schoharie.**—R. B. Spencer, of Troupsburg, has been elected principal of the Schoharie high school. He is a Yale graduate and an efficient school man.

**St. Lawrence.**—According to the local press, Supt. Barney Whitney, of Ogdensburg, will retire from educational work at the close of this school year. He has rendered long and efficient service to educational interests in that section.—Mr. and Mrs. F. W. Wallace, of Madrid, will teach the Brushtown school.—Prin. John Laidlaw, of Hammond, has been elected to the principalship at Norwood.

**Steuben.**—George E. Baldwin, for eleven years principal of the West Hebron school, has been elected to the principalship of the Wayland high school.

**Suffolk.**—The Suffolk Principals' Council met at Babylon and enjoyed an enthusiastic meeting. The election of officers resulted as follows: President, Principal Lisk, of Babylon; secretary and treasurer, Prin. George Perry, of Blue Point.—Following was the program for the meeting of the First District Teachers' Association held at Riverhead: Mathematics in the Secondary Schools, Prin. R. Thurston LeValley, Orient; The Multiplicand, Multiplier and Product, and Their Relations in Percentage, Prin. H. E. Grant, Shelter Island; Paper, Miss Lillian Henry, Southampton; Essentials of School Discipline, Prin. Richmond Conklin, Cutchogue; Address, Geo. F. Stackpole, Esq., Riverhead; Incidental Work of the Teacher, DeForrest Wells, Riverhead; Practical Nature Work in Rural Schools, James L. Kelly, Oregon; Ink, Crayon and Color Work in Drawing, Miss Delia Barrows, East Hampton; Observations on the Schools of the South and West, Prin. Frank J. Squires, Greenport; Address, A Plea for Thoroughness, Commissioner Chas. H. Howell, Riverhead. The following officers were elected for the ensuing year: President, L. M. Raynor, Riverhead; vice-president, H. L. Squires, Wading River; secretary and treasurer, Nellie W. Geer, Jamesport; executive committee, J. G. Peck, E. P. Hawkins and H. E. Grant. A resolution was adopted endorsing C. H. Howell for a renomination for the commissionership of the First Commissioner District.

**Warren.**—Prin. George C. Perry, Miss Catherine M. Maclean and Miss Jennie Moshier have resigned from the faculty of the Caldwell Union school to accept positions elsewhere. The retiring principal has been granted a college graduate certificate.—The Warren County Teachers' Association have elected the following officers: President, Principal Christopher Keller, of Luzerne; vice-presidents, Herbert O Page, of Bolton, Miss Jennie Moshier, of Caldwell, Miss Mariam C. Smith, of Chestertown, Miss Jennie H. O'Connell, of Graphite, Miss Alice L. Owens, of Horicon, Principal J. Edward Smith, of North Creek, Miss Hattie L. Baldwin, of Luzerne, Miss Mary C. Breen, of Glens Falls, Miss Laura M. Gill, of Stony Creek, Miss Rose A. Gillingham, of Athol, George A. Smith, of Warrensburgh; executive committee, Principal Keller, Miss Banks, School Commissioners Fred W. Allen and Loyal L. Davis, Principal Ezra W. Benedict, of Warrensburg.

**Westchester.**—William A. McConnell, principal of the Ponckhockie school at Kingston, has been elected principal of schools at White Plains, to succeed S. R. Shear.—Prin. Arthur Chamberlain has been re-elected at Buchanan at an increase in salary of \$250, making his salary \$1,000. This is certainly a strong recommendation of his work.

**Wyoming.**—Miss Mary Graves has tendered her resignation as teacher in the Warsaw school to accept an appointment as training class teacher at North Collins.

**Yates.**—At the annual meeting of the Interlake Council of Schoolmen, held at Penn Yan, the following officers for the ensuing year were

elected: President, Professor Howard Conant, of Elmira; vice-president, Professor Jerry M. Thompson, of Penn Yan; secretary and treasurer, School Commissioner N. Winton Palmer, of Penn Yan.—At the annual meeting of the Collegiate Council of Schoolmen held at Keuka College, these officers were elected for the ensuing year: President, Professor J. Carlon Norris, of Canandaigua; vice-president, Professor H. J. Walter, of Waverley; secretary, Professor H. B. Larabee, the dean of Keuka College.

### GREATER NEW YORK.

The New York Schoolmasters' Club met at the St. Denis. Prof. Will S. Monroe, of Westfield, Mass., addressed the gathering on the subject of "Lessons from European Schools."

The law providing that members of the faculty of the City College shall have opportunity to retire on pension after a stated term of service, will probably bring about some changes in the teaching force. It is likely that General Webb, president of the institution, will resign.

A citizen, whose name is not mentioned, has given the New York Kindergarten Association \$40,000 to further their work in the city.

John D. Rockefeller has given \$125,000 to Adelphi College, subject to the usual conditions that the friends of the college shall raise a like amount.

Miss Winifred T. Cullen was recently installed as principal of Public School No. 56.

Samuel McK. Smith has been appointed principal of Public School No. 17, Borough of Richmond. He was formerly principal of schools at Chatham, N. Y., and recently teacher of history and mathematics in the DeWitt Clinton high school.

City Superintendent William H. Maxwell has announced that final examinations on questions prepared for admission to the high schools have been abolished. Pupils will be admitted on their work, estimated by the class teacher, principal and city superintendent. The pupil's knowledge will be estimated by four ratings, excellent, to be marked "a"; good, to be marked "b"; poor, to be marked "c"; bad, to be marked "d".

Thomas E. Bussey, secretary to the city superintendent, is suffering from nervous prostration. He is absent on indefinite leave. Overwork is the cause given.

The death of Dr. Henry D. Maxwell, of Brooklyn, is deeply regretted by the friends of education throughout the city. He was a former member of the board of education, and has benefitted the schools in many instances by his philanthropy and labors.

In the course of a recent address before the pupils of the Boys' High School, Brooklyn, Dr. Nicholas Murray Butler said: "There was a man seated in my office the other day, whose personality was one of the most interesting I ever met with. He was an Englishman, but his home had been in South Africa. He was wealthy. He had known Cecil Rhodes. He had fought for two years with the British army against the Boers, and when his term expired he returned to England. In talking, he told me that, night

after night, while out on the South African veldt, he had turned over in his mind and tried to solve for his own satisfaction the secret of American success; the secret of this country's ability to outbid other and older nations in bridge building in the tropics, rail furnishing for Siberia and engineering work on Asia's Pacific coast. On his return to England this man lost no time in starting for the United States, and he spent several weeks here, observing and thinking. He called on me in the course of his tour, and told me he believed firmly that general education, as known in America, had more to do with American success everywhere than any other single feature. He realized it, but he said that it was a sorrowful fact that nearly all the people of prominence and influence in England clung to the old ideas. Nevertheless, that man intends bringing to this country, at his own expense—and it will cost him a small fortune—about 100 Englishmen, labor leaders, educators and men of commerce, and here he intends that they shall visit all sorts of American institutions, colleges, schools and manufacturing plants, for the purpose of seeing for themselves the fruits of America's educational system."

The vacation schools will open July 7. Supt. Evangeline E. Whitney will have charge of the same.

There were about 250 former associates of ex-Superintendent James Godwin who gathered at the Liederkrantz Club to do him honor. The event was very enjoyable. Mr. Godwin was presented with a fine gold watch, chain and charm, and a large number of books.

A very pleasant meeting of the alumni of the Oswego Normal School was held at the Fifth Avenue Hotel. There were 150 in attendance. The guests of the day were I. B. Poucher, principal of the Oswego Normal School; Prof. Earl Barnes, of Philadelphia; Miss Margaret K. Smith, of the New Paltz Normal School, formerly of Oswego, and Miss C. L. G. Scales, of the Oswego Normal School.

Columbia University has invited Prof. Friedrich Hirth, the incumbent of the chair of Chinese philology at the University of Munich, Germany, to come to New York as head of the new Dean Lung department of the Chinese language and literature at the university. It is stated that Prof. Hirth will probably accept the offer in the fall of 1903.

At the election of the New York Teachers' Association the following officers were elected for the year: President, Magnus Gross; vice-president, Annie E. Bigelow; secretary, Henrietta Woodman; treasurer, Sarah F. Bucklewe; librarian, James J. Sheppard; for trustees, Wm. L. Ettinger, James A. Fripp, Cecil A. Kidd, John T. Nicholson, Annie E. Boyne; Martin H. Ray, chairman of inspectors of elections.

Associate Superintendent John Jasper has formally resigned his position and the board of education has voted to retire him September 1. He will at that time have passed his 65th birthday, and will be eligible to a pension. He has spent a useful career in connection with the schools of the City of New York and has well earned retirement from active duties. Before the recently adopted charter went into effect he was superintendent of schools for the boroughs of Manhattan and the Bronx.

## NEW YORK STATE TEACHERS' ASSOCIATION

At the time of going to press, we are unable to secure the full program of the New York State Teachers' Association. We give below the preliminary announcement of the association. The meeting will be held at Saratoga, July 2-3, and ought to interest every teacher in the state.

### GENERAL AND SECTIONAL MEETINGS

Wednesday evening, July 2, at 8 o'clock: Address, Hon. Charles R. Skinner, Superintendent of Public Instruction, New York State; Address, "The Place of Technical Training in the Educational System of the United States," Prof. Edmund J. James, Chicago University.

Thursday morning, July 3, at 9:30 o'clock: Address, "Pupil Self-Government," Prin. Frank S. Fosdick, Masten Park High School, Buffalo, N. Y.; Discussion, a Superintendent or Principal, New York City; Prin. C. R. Drum, Syracuse, N. Y.; Address, "The Relation of Geography to the Other Subjects of the Elementary Course," Supt. T. H. Armstrong, Medina, N. Y.; Discussion, Supt. George Griffith, Utica, N. Y.; Supt. T. E. Caswell, Catskill, N. Y.; Election of officers and other business.

### NORMAL SECTION

Chairman, Dr. Charles DeGarmo, Cornell University; secretary, Prof. M. T. Dana, State Normal School, Fredonia, N. Y. Opening Remarks, "Necessity for better Financial Support of Normal Schools" by the Chairman; "What would be an Adequate High-School Preparation for a Two-Year Professional Course in a Normal School?" Principal McFarland, State Normal School, Brockport, N. Y.; Discussion opened by Prof. J. R. Street, Syracuse University.

### READING AND SPEECH CULTURE SECTION

Chairman, Richard E. Mayne, New York City. Symposium on Speech Culture in School Education; Introduction, "Dealing mostly with the Obligation of the State in Preserving and Enriching our Common Speech, Richard E. Mayne, A. M., New York; "Relation of Speech to Other School Studies from Primary to High School Grades," Prin. George H. Walden, Rochester; "The Training School Considered with Respect to the Equipment of Teachers in this Branch," Prin. T. B. Stowell, A. M., Ph. D., Potsdam; Prin. John M. Milne, A. M., Ph. D., Geneseo; "The Common Sense of Vocal Training," Caroline B. LeRow, Girls' High School, Brooklyn; "A Few Words on the Pharynx in Articulation," Alexander Melville Bell, Washington, D. C.; "Common Errors Arising from Ignorance of Grammar, Especially Etymology," Prin. Purvis J. Behan, Ph. D., Brooklyn.

### COMMERCIAL EDUCATION SECTION

Chairman, Van Everie Kilpatrick, New York City; secretary, William H. Covert, Syracuse.

Questionnaire on Business Education, prepared by a special committee of which Dr. Edward W. Stitt was chairman, will be offered.

This Questionnaire will inquire into the views held by business men and educators relative to the end, necessity, and content of commercial education, as well as to the best form and means of its adaptation to public and private schools.

The following gentlemen have promised to take part in the discussion: Dr. Edward W. Stitt, Hon. C. C. Shayne, Hon. Edward Lauterbach, Mr. E. N. Williams, Mr. J. T. Nicholson, Mr. C. D. Fleming, Dr. C. E. Franklin, Dr. J. L. Tildsley, and Dr. Myron T. Scudder.

### CHILD STUDY SECTION

Chairman, Dr. Myron T. Scudder, New Paltz Normal School; secretary, Dr. S. H. Albro, Fredonia Normal School.

"Possible advantages to be derived from the use of physiological and psychological apparatus in testing children for fatigue, time reaction, and sensibility." Dr. Margaret K. Smith, New Paltz Normal School; either Professor Titchner or Dr. Thorndyke is expected to lead the discussion of this paper. It is also expected that Dr. Luther Gulick, of Pratt Institute, Supt. F. E. Spaulding, of Passaic, N. J., or other able speakers will be on the program of this section.

### NATURE STUDY SECTION

Chairman, Alice G. McCluskey, Cornell University.

There will be no formal papers read during the meeting, but questions of vital interest in the Nature Study Movement will be introduced by people who are actively engaged in advancing it, and it is expected that interesting discussions will follow.

### KINDERGARTEN SECTION

Chairman, Ella C. Elder, Supervisor of Kindergartens, Buffalo, N. Y.

"The Law of Liberty"—In Theory, Address by Dr. Jennie B. Merrill, New York City; In Practice, (Speaker not yet secured.) Programs for the Manual Training and other sections have not yet been received, but it is expected that all sections will convene, and that interesting discussions may be announced in the permanent program to be printed in June.

### OTHER ANNOUNCEMENTS

*Time of Meeting.*—Attention is called to the fact that general meetings are held Wednesday morning, Wednesday evening, and Thursday morning, and that the section meetings will be held Wednesday p. m. and Thursday p. m., commencing at 2 o'clock.

*Exhibits.*—Mr. Walter S. Knowlson, Principal of Saratoga Springs High School, is Superintendent of Exhibits. He is planning for the best possible exhibit of representative school work from the kindergarten through the high school, and also of books and apparatus pertaining thereto.

## UNIVERSITY OF THE STATE OF NEW YORK.

### PUBLICATIONS

Few persons, perhaps, are acquainted with the extensive work carried on by the Smithsonian Institutions, at Washington, in the distribution of scientific and educational literature among the civilized nations. Still fewer are informed of the extent to which the University of the State of New York avails itself of this agency for the circulation of its publications. One of the duties

of the Smithsonian Institution, under the bequest of its founder, is to distribute without charge such published works as tend to aid the "diffusion of knowledge among men."

The published matter of the university embraces, in addition to strictly official documents, the proceedings of several educational bodies, including the University Convocation, and a large number of scientific and historical writings. These are liberally represented in the valuable literature sent out from the great distributing center at Washington.

The university gives these publications in accordance with a system of careful selection and exact exchange. Once a year it sends its publications, filling many large boxes, weighing in the aggregate about 6,000 pounds, to the Smithsonian, from which they are distributed to the 380 institutions on the university's list, receiving through the same medium the various documents which those institutions bring out. In addition to the circulation of 400 packages distributed annually in this way, from 20 to 30 a year are sent through foreign consuls stationed in the United States and by mail. The exchange list of the university embraces about 5,000 institutions throughout the civilized world, including colleges, universities, national academies, schools of art, professional schools, learned societies, libraries, museums, observatories, geological and trigonometrical surveys and governmental departments, educational, scientific, statistical, agricultural, economic and commercial. On this list one will find the Congo Free State, with its center at Brussels, the Royal Agricultural and Commercial Society of British Guiana, Elphinstone College, at Bombay, India, the Chi-shi-ts-u-kio-ku, at Tokio, Japan, the Australian Museum, at Sydney, the New Zealand Department of Agriculture, etc., besides numerous learned bodies and leading teaching institutions of Europe, and the great repositories of science and letters.

By means of this system for the interchange of publications, the State Library is continually enriched with contemporary scientific matter illustrating the progress of research in every part of the globe, and the productions thus received possess permanent value.

### BOOK NOTICES

#### American Book Company

**THE STORY OF CHINA**, by R. Van Bergen, M. A. American Book Company, New York.

A book written, primarily, for young people; yet it contains valuable information, and will be interesting to older readers. The writer is personally acquainted with the features of China he describes and has been a close observer of the manners and customs of its people. It is a book that ought to find a place in every school library.

**MON ONCLE ET MON CURE**. By Jean de la Brète. Edited for School Use by Elizabeth M. White. American Book Company, New York.

This story, crowned by the French Academy for its beneficial tendencies, is one of the few that illustrate the brightness and vivacity of the

French novel without any moral defects to render it unsuitable for school purposes. The subject-matter is most interesting; the style clear, though perfectly idiomatic; and the Modern Language Association has recommended it for class reading.

**ANIMALS AT HOME**, by Lillian L. Bartlett. American Book Company, New York.

Fourth and fifth grade pupils will find this a very interesting and instructive supplementary reader. It gives delightful sketches of some twenty-five common birds, animals, fishes and insects. The descriptions are true to life, and the information authentic.

**THE GOVERNMENT, What It Is and What It Does**, by Salter Storrs Clark. American Book Company, New York.

So far as our knowledge of text-books in Civil Government goes this text is entirely different as to manner of presentation from any other. A perusal of it makes us wish that we were back in the schoolroom as a pupil again, that our first impressions of government might become less hazy than they were then formed. It reads like a story—the style being such as a father might use in explaining the purposes and workings of government to his child. The pupil will not fail to become interested in the subject as presented by this author.

**DUBB'S NEW PRACTICAL ARITHMETIC**, by Eugene L. Dubbs. American Book Company, New York.

The aim of this book is threefold—first, to cultivate habits of accuracy and rapidity in arithmetical computation; second, to develop the reasoning powers; and third, to make the pupils familiar with the ordinary commercial applications of arithmetic. To secure this end, special attention has been given to clearness of explanation, conciseness of statement, and thoroughness of drill.

**ALPHONSE DAUDET**—selected stories, including "La Belle-Nivernaise." Prepared for class use by T. Atkinson Jenkins, Professor of the French Language and Literature in Swarthmore College. American Book Company, New York.

In this book are included six of Daudet's most popular stories, noteworthy for their literary finish, wholesome atmosphere, and wealth of idiom. All furnish that "lively, realistic narrative with plenty of dialogue," recommended by the committee of twelve for elementary reading.

**GESCHICHTEN VON DEUTSCHEN STADTEN**. By Menco Stern, author of "Geschichten vom Rhein." American Book Company, New York.

The stories in this volume in tone and contents describe faithfully the various cities of the German Empire. Besides furnishing interesting and attractive reading matter, the book includes also valuable suggestive material for exercises in conversation and composition. It is well suited for intermediate and advanced grades, and is carefully edited, with complete vocabulary.

**DER PROZESS**, by Roderich Benedix, and **EINER MUSZ HEIRATEN**, by A. Wilhelm. Edited by M. B. Lambert, Boys' High School, Brooklyn. American Book Company, New York.

These two plays are among those recommended for elementary reading by the Modern Language Association of America. They are excellent examples of the brief comedy, replete with fun and sprightliness.

**ELEMENTS OF POLITICAL ECONOMY**, by J. Laurence Laughlin, Ph. D. American Book Company, New York.

The average American youth, of high school age, knows practically nothing of the economic problems of American government. What he may learn afterwards is picked up from general reading, usually, and is but superficial. That the high school pupil should be interested in questions vital to the interests of American citizens, while yet in school, is apparent, even though he be not given an extended course in political economy. This book is from the pen of a recognized authority, whose study of economic principles as applied to our government has been made with judicial discrimination, and whose decisions are scholarly and unbiased. He presents the subject clearly, so that it can be easily understood by pupils for which it is prepared.

**NEIDLINGER'S EARTH, SKY, AND AIR IN SONG—Book Two.** By W. H. Neidlinder, with pictures by Walter Bobbett. American Book Company, New York.

This book, like the first volume, gives in simple wording novel and attractive songs about natural objects, described in the child's language and from the child's point of view. In the music the composer has adhered to the elocutionary expression of the text. The melodies are bright and rhythmical and present no difficulties for children's voices. The illustrations include, besides numerous half-tones in black, many color prints which add much to the appearance of the work.

#### Houghton, Mifflin & Company

**TUSCAN SCULPTURE OF THE FIFTEENTH CENTURY**, by Estelle M. Hurll. Houghton, Mifflin & Company, Boston.

The author of this book is also author of several others dealing with sculpture. She is doing important service in interpreting the minds of artists who have given to the world some of the best and most symbolic productions. In this volume she gives a collection of sixteen pictures reproducing the works of Donatello, the Della Robia, Mino da Fiesole and others, with introduction and a lucid explanation and description of each.

**VAN DYCK**, by Estelle M. Hurll. Houghton, Mifflin & Company, Boston.

Miss Hurll has selected fifteen of the works of this famous painter for description and comment. Both portraits and subject pieces have been chosen. Together with a well-written introduc-

tion, these sketches will give the reader a fair knowledge—if not an appreciation of Van Dyck.

**OUR COUNTRY'S STORY**, by Eva March Tappan, Ph. D. Houghton, Mifflin & Company, Boston.

The child who has just begun the study of American history as a connected account will find this a delightful story of the happenings that make such history. Some causes and reasons for the events described are given. The book is profusely illustrated.

#### Sibley & Ducker

**FIRST YEAR ENGLISH**, by George Ansel Watrous, A. M. Sibley & Ducker, Boston.

This book is intended for use in the first year of the high school. Teachers in Regents' schools will be especially interested in it, for it is designed to meet the Regents' requirements for the first year in English, and is written by one who has had ample experience in preparing students for that test. The presentation of the subject is somewhat different than that usually employed, and appeals to us as being as practical as it is original. It is neither a grammar nor a rhetoric, but presupposes a knowledge of the parts of speech and all inflections. It makes clear all the relation of the different parts of sentences to each other, explains and illustrates the principles of elementary composition, and very deftly leads the pupil to shape his thought in well-chosen and well-formed sentences.

**SECOND YEAR ENGLISH**, by George Ansel Watrous, A. M. Sibley & Ducker, Boston.

The author supplements the *First Year English* with this volume and makes the text meet the requirements of the Regents in the second year's work. It enters more fully into the principles of rhetoric and composition, yet maintains the same clearness of definition and description that characterizes the first book. The paragraph is regarded as the unit, and the basis of study is made with this in view. Full texts of *The First Bunker Hill Oration*, *The Ancient Mariner*, *The Vision of Sir Launfaul* and *The Cotter's Saturday Night* are given as an appendix.

#### Henry Holt & Company

**AMERICAN POLITICAL HISTORY**, by Viola A. Conklin. Henry Holt & Company, New York.

Every history of a nation should be a political history—for real history is no longer regarded as the mere record of events. The causes of great events that mark the many epochs in the development of the American people—are largely the result of the thought and action of individuals working out the greater principles of our government that have made our national life so strong and potent. This book, for this reason, is peculiarly interesting and valuable at this time. It does not enter to any extent into the details of political movements, but gives a very comprehensive view of the affairs that have had most to do with our advancement as a people—that have had their effect in shaping our national ideas.

It will be especially interesting to the many who have but a superficial knowledge of the history of political parties and political movements in this country.

**THE YOUNG FOLKS CYCLOPÆDIA OF LITERATURE AND ART**, by John Dennison Champlin, A. M. Henry Holt & Company, New York.

The compiler has had much experience in the preparation of cyclopædias and this volume will make a very valuable addition to the school or home library. In this book he describes the books of all times that have any recognized place in literature. Besides this, he introduces the leading characters in fiction and poetry, the *non de plumes* of prominent writers, etc. He also describes the more important pieces of architecture, the principal statues, the paintings of great masters, the great musical works and many familiar songs. It is illustrated and the subjects taken up are printed in boldface type and alphabetically arranged.

#### D. Appleton & Co.

**A LATIN GRAMMAR FOR SCHOOLS**, by Andrew Fleming West. D. Appleton & Company.

The author of this book has a commendable object in view in preparing it. He believes that the Latin Grammar that will be understood and relished by the beginner must be confined to necessary facts alone, and that these must be presented in a clear and pleasing manner. The author is Professor of Latin in Princeton University, and has had enough experience in teaching this subject to command attention. He is very clear and direct in the presentation of the subject, leaving nothing to be inferred from previous statement.

**ANIMAL FORMS**, by David Starr Jordan, President of Leland Sanford University, and Harold Heath. D. Appleton & Company, New York.

The authority for the matter contained in this book is of the best. Furthermore, the book is well planned, and presented in a manner that will meet the needs of the beginning student of zoölogy. It begins with the lowest forms of animal life, points out the difference between animal life and plant life, then carries the description of animal life to its highest forms. Typical representatives of each individual group are carefully considered. Many illustrations are shown, taken from actual life.

#### Ginn & Company

**ELEMENTARY PHYSICAL GEOGRAPHY**, by William Morris Davis. Ginn & Company, Boston.

This is an elementary text in physical geography, reduced from the author's more exhaustive book on this subject. It is the author's plan to present the subject scientifically so far as elementary treatment will allow. He not alone gives causes associated with the physiographic facts but also consequences. The subject is treated in an rational rather than an empirical manner.

**ACADEMIC ALGEBRA**, by Wooster Woodruff Beman and David Eugene Smith. Ginn & Company, Boston.

The authors' treatment of the subject is direct and simple yet comprehensive and thorough. They presuppose that the pupil has no previous knowledge of the subject, and design this text for use in preparing the pupil for college. The attempt is evidently made, and with good effect, to rid the pupil of any mistaken idea that he may have that arithmetic and algebra are subjects w/out connection. The manner of presenting the subject will early win the confidence and interest of the pupil.

**THE WIDE WORLD**, published by Ginn & Company, Boston.

This is one of a series of books made up of sketches that have appeared in the *Youth's Companion*. This book deals with the manners and customs of peoples of foreign lands. The sketches are very carefully prepared, and the information contained is authentic. They are written in a style suited to the child's understanding, and are of absorbing interest.

**NORTHERN EUROPE**. Ginn & Company, Boston.

Another of the series of Geographic Readers, in the *Youth's Companion* Series. It deals with the lives of the peoples dwelling in the northern portions of Europe, and pictures features of life in those interesting lands that most attract the traveller. The book is a valuable one in the information it contains.

#### Heath & Company

**DER TALISMAN**, by Ludwig Fulda. Edited with introduction and notes by C. William Prettyman, Ph. D. D. C. Heath & Company, Boston.

This is one of the books recommended for school use in the "Report of the Committee of Twelve of the Modern Language Association." The author is scholarly, and the production is not alone clever in construction but excellent in style and language.

**ELEMENTS OF PHYSICS**, by Amos T. Fisher, B. S., assisted by Melvin J. Patterson, B. S. D. C. Heath & Company, Boston.

This text combines experimental and descriptive instruction in physics, and seeks to make the subject clear and interesting to the beginner. The statements are plain yet accurate, and the descriptions and definitions will be readily understood. Many illustrations are shown that will aid the pupil very materially in understanding the subject.

**ELEMENTARY PHYSIOLOGY AND HYGIENE**, by Buel P. Colton, A. M. D. C. Heath & Company, Boston.

This presentation of the subject of physiology and hygiene is made for younger pupils, and the text is written in language plain and simple. So far as possible, technical terms have been avoided, and English words substituted for Latin words

that mean nothing to the young pupil who has not studied Latin. The subject of hygiene is very properly considered, being based on the general principles of physiology, so that the pupil may have a clear understanding of the laws that he is asked to obey.

**A PRIMER OF WORK AND PLAY,** by Edith Good-year Alger. D.C. Heath & Company, Boston.

The lessons of this primer are based upon those phases of home life and industrial activity that are known and interesting to the child. The sentences are very carefully prepared, and new pages do not contain more than three new words. The illustrations are suggestive, and the typographical appearance of the book is very good.

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**Silver, Burdett & Company**

**AN INTERMEDIATE ARITHMETIC,** by Ella M. Pierce. Silver, Burdett & Company, New York.

A book intended for the use of pupils of the fourth and fifth years of school. The author presupposes that the child understands number facts and relations to one hundred. She believes in drill at this age in number facts and principles, and that the teaching of each new principle shall call for a repetition and review of previous work.

**OUR FIRST SCHOOL BOOK,** by Carrie Sivyer Ferris. Silver, Burdett & Company, New York City.

This first book for children from the pen of Carrie Sivyer Ferris is a combination of the primer and first reader, the idea being very happily conceived and very correctly carried out. There is sufficient material to keep the child engaged for the entire first year of his work. Then, too, the author has conceived the idea of giving the child thus early its initial knowledge of number, nature study and history. All of this material is contained in one of the finest and most beautiful little volumes from a printer's and illustrator's standpoint that we have seen.

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**The Macmillan Company**

**ELEMENTS OF GREEK,** by Francis Kingsley Ball, Ph.D. The Macmillan Company, New York.

The writer has had several years experience as an instructor, and this text gives what his experience has taught him to be the best method of presenting the subject. A well prepared vocabulary, and many notes will prove of much value to the student.

**THE CHILD LIFE FIFTH READER,** by Etta Austin Blaisdell and Mary Frances Blaisdell. The Macmillan Company, New York.

This book is the fifth one of a series of Child Life Readers. The objects of the authors in the selection of material is a worthy one, and the plan of the book has been very carefully carried out.

The primary object is to stimulate in the child an interest in good literature. To accomplish this the selections have been made from books that are apt to be found in the school library. The selections are such as will lead the child to read the books from which they are taken.

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**Thomas Y. Crowell & Company**

**DAMES AND DAUGHTERS OF THE YOUNG REPUBLIC** by Geraldine Brooks. Thomas Y. Crowell & Company.

Some delightful sketches of the early days of the United States, showing the conditions and usages of society of those times. It is not only full of information, but interesting to the general reader.

**IRRIGATION IN THE UNITED STATES,** by Frederick Haynes Newell. Thomas Y. Crowell & Company, New York City.

That there is a vast amount of territory in the United States that is almost entirely waste for lack of application of moisture to the soil, is well known. How great this tract really is (fully one-third of the United States exclusive of Alaska and outlying possessions), and how great are the opportunities for changing these vacant, arid lands into fertile fields that can be utilized for the homes of men, is not so well understood. The author of this book deals with these interesting questions, and tells the reader in plain language how much and in what manner irrigation is reclaiming these desert places and making them habitable.

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**Miscellaneous**

**A HISTORY OF ENGLISH LITERATURE,** by William Vaughn Moody and Robert Morse Lovett. Charles Scribner's Sons, New York.

It is not an easy task to cover the whole history of English literature in one volume, and make the text valuable. The authors of this book have attempted to present the subject in a historical scheme simple, yet accurate and substantial. Their discrimination as to the importance of the different writers and the interest of students in the different periods of English literature is well shown. The style and the manner of presenting the subject will attract and interest the student.

**FOUR AMERICAN EXPLORERS,** by Nellie F. Kingsley. Werner School Book Company, New York.

This book is a splendid addition to the list of supplementary readers, edited by Dr. James Baldwin under the caption of "Four Great American Series," being ninth in the list. The four American explorers, whose lives are here given are men who are interesting to any true American. Capt. Meriwether Lewis, Captain William Clark, Gen. John C. Fremont and Dr. Elisha Kent Kane are numbered among the foremost who have made known to the world the lands of the American continent. The book is written in a style that will attract the interest of the young, and abounds

with thrilling incidents that characterized the dangerous expeditions undertaken by these men in the interest of their country.

**LINCOLN AND OTHER POEMS**, by Edwin Markham, McClure, Phillips & Company, New York.

The last decades of the nineteenth century were marked by the production of no poem that aroused greater interest than "The Man With the Hoe." The author has taken a new hold on the esteem and admiration of the literary world by his latest volume, "Lincoln and Other Poems," the strongest of which is the "Sower."

**GREEK ART**, by T. W. Heermance, Ph. D. A. W. Elson & Company, New York.

A brief, but interesting description, originally written as an introduction to a catalogue of carbon photographs illustrating the Rise and Progress of Greek and Roman Art.

**FOUR AMERICAN INVENTORS**, by Frances M. Perry. Werner School Book Company, New York.

The story of the lives and work of Robert Fulton, Eli Whitney, Samuel F. B. Morse and Thomas A. Edison, told in a style that will attract the young reader.

#### BOOKS RECEIVED.

**JULIUS CAESAR**. Edited with introduction and notes by Edward Everett Hale, Jr., Ph. D. University Publishing Company, New York.

**JACKANAPES AND BROWNIES**, by Julia Horatia Ewing. Edited with introduction and notes by Henry W. Boynton, M. A. Houghton, Mifflin & Company, Boston.

**LABORATORY EXERCISES IN GENERAL CHEMISTRY**, by G. W. Shaw, A. M. American Book Company, New York.

**THE LAWS OF RADIATION AND ABSORPTION**, translated and edited by D. B. Bruce, Ph. D. American Book Company, New York.

A valuable acquisition to the popular Riverside Biographical Series, published by Houghton, Mifflin & Company, Boston, is the sketch of the life of Stephen Arnold Douglas, by William Garrett Brown. It is well-written and contains much valuable information. Another of the series, recently published, is Samuel de Champlain, by Henry Dwight Sedgwick, Jr. The books of this series are of inestimable value. In condensed form they contain full and entirely authentic sketches of some of the important history-makers of our country.

We have received from D. H. McBride & Co., New York city copies of their "Art and Composition Works." These books contain copies of the paintings of Meyer von Bremen and Millet. They are designed to give the pupil opportunity to write compositions on the thoughts expressed by the pictures, and upon the lines of the painters.

Prin. Theodore B. Noss, Ph. D., of the California, Pa., Normal School, sends us one of a series of books designed to give the courses of study followed in that school. The title of the book we have had the pleasure of examining is **THE SECOND SCHOOL YEAR**, by Henrietta M. Lilley. It is an interesting volume, containing an outline of the course pursued by second year children. For this year's course, Nature Study has been largely used as a basis. The course shown is worked out for successive months. In the hands of an original teacher, who will not copy and attempt to use under all conditions, the material given will be very suggestive and valuable.

The recent entertainment and exhibition by a Chinese Sunday school in Brooklyn, New York, strikingly proved the adaptability of the methods of The Rational Method in Reading (Silver, Burdett & Company), to the teaching of English to foreigners. In less than two years a class of fifty men, meeting on Sundays only, has learned to read English and to understand it. Such performances as the pronouncing of the names of the books of the Bible, hitherto considered absolutely impossible for Chinamen, were the highest testimony of the teaching value of Superintendent Ward's series of School Readers. As a suggestion to night schools and all classes containing foreigners, the success of this Chinese school is most pertinent.

School teachers get some curious written excuses for absence. One of them reads: "Mister sir, my Jason had to be late to-day. It is his bizness to milk our cow. She kicked Jase in the back to-day when he wasn't looking or thinking of her actin', so he thot his back was broke, but it ain't. But it is black and blue, and the pane kept him late. We would get rid of that cow if we could. This is the fourth time she kicked Jase, but never kicked him late before. So excuse him for me." A girl absent for half a day brought the following satisfactory excuse: "Miss teecher—My dotter's absents yesterday was unavodable. Her shoes had to be half-soled, and she had a sore throat. Her konstitushun is delikit and if she is absent any more you can knew that it is en account of unavodabel sickness or something else." A boy absent for half a day laid the following explanation on his master's desk: "Dear sir, please excuse Henry. He went to grandpapa's funeral with me this forenoon. I have been promising him for several weeks that he might if he was good, and he has been very good, so I kept my word."—*New York Tribune*.

The *Brooklyn Eagle* has issued a little book on *Trolley Exploring*. It describes and gives information concerning many trolley routes reaching out from the metropolis, as well as other popular routes in this section.

# A Cooling TONIC

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### THE MAGAZINES

There is something about the June *Success* that makes one seek the green fields to secure some new inspiration and health in the places where the wild things live. This thought is strongly exemplified by reading, in this number, a charming bit of nature-study. "The Adventures of Reynalda,"—a fox story, by Martha McCulloch-Williams. This is one of the truest animal stories we have ever read, and it will certainly tend to make one love the cunning little fox and his haunts. Walter Camp, the well-known authority on athletics, contributes a valuable and interesting article on college games, and Dr. Louisa Smith, the director of physical culture at Bryn Mawr College, tells of the importance of this branch of work in women's universities. In this number, Mrs. Rebecca Hardinge Davis commences a startling serial story entitled "A Boy's Fight," which promises to be one of the most spirited narratives of the day. Edwin Markham, taking the coronation of King Edward for his basic motive, contributes a remarkable poem, entitled "The Coronation of Character," in which he shows that men and women can have for themselves a more powerful crown than that of a king or a queen. Richard Le Gallienne gives some valuable advice in a timely article, "What an Unread Man Should Read." There are many other features which are of wide and varied interest, and a goodly quota of that highly inspiring literature that makes *Success* the foremost home magazine published.

*Country Life in America* for June is an enlarged and superb number dealing with timely pursuits and things of summer that thrill the lover of the out-door world. Among the features beautifully illustrated are canoeing, coaching and fishing, together with practical home-making and gardening. "Monticello, Country-Seat of Thomas Jefferson," shows the grandeur and broad-mindedness of the early President's living, and "Old Williamsburg in Virginia" tells of buried history in a rural town; while foremost as a suggestive article is "Duck-Raising for Profit," an exposition of unique methods at the Cloverhook Duck-ranch with photographs that recently won a fourth prize. Then, also, "The Harness Horse and Country Turn-Outs" shows how the various sorts of animals and equipages are to be selected and used to the best advantage; and "How to Fish for Black Bass" deals concretely with tackle, methods and the good waters that are most accessible. A wealth of small technical detail about growing, rose-gardens, planting about the country home, and arrangement of the grounds have a timely interest to the home-maker. A calendar of country occupations, sports and nature study covers a wide range from yachting and automobiling to matters that interest the progressive farmer. "Floating Down Stream in a Canoe" is a delightful narrative with information about canoes and camping. Unusually sane and comprehensive articles are about birds, flowers and wild-life of June which cover the ample pages in beautiful profusion. "Butterflies and Moths" is illustrated by regal night-flyers and elaborate insects as photographed by rare chance on overhanging flowers; and other articles tell where to find beautiful orchids, bird's nests, and the various things of woods and swamps. Altogether the number contains more and is the largest yet of this newest of the great magazines, which has had a remarkable and quick success.

*The International Monthly* for June contains several articles of unusual interest and power, and deserves to be widely read.

Professor Scipio Sighele in an essay entitled "Latin Europe and American Imperialism" contrasts, in a very impressive manner, the old Latin with what we may term Teutonic imperialism; the former represents the militant idea, with its grand and chivalric but, at the same time, sinister and cruel elements, and the latter is impersonated, to put it rather strongly, in the successful trader. "Its best troops, those that have gained the greatest victories, do not consist of armed men, but of artisans, agriculturalists, manufacturers and engineers; its weapons of war do not carry sterility and death, but serve to perfect and to increase agriculture and industry, and are called railways, roads, electric ploughs, etc." The future of this industrial imperialism is, moreover, assured from the extraordinary increase in population of the Teutonic peoples,—the English, German, and American. The proportional increase of the respective races shows for the year 1900 as against the 122 millions of the Latin races the enormous total of 388 millions for the Teutonic,—previsions that speak volumes. The Teutonic races will in about another half century treble those of the Latin.

Mr. W. T. Stead was an intimate friend and confidant of Cecil Rhodes, and for years was intrusted with the great South African's imperial secrets. Only a part of Mr. Stead's disclosures made since the death of Rhodes has been given to the daily press, but the whole story is told for the first time in the May number of the *American Monthly Review of Reviews*. There will be found the full text of the remarkable notes on world politics written by Mr. Rhodes in 1890, commenting with the greatest freedom on current American affairs, and giving some suggestion of the ideas which underlay the Oxford scholarship scheme. Nowhere else has been published so complete and authoritative an estimate of this modern Colossus of the English-speaking world. Pictures of "Groote Schuur," Mr. Rhodes' home at Cape Town, with excellent portraits of Mr. Rhodes himself, accompany the article.

The very latest portrait of Tolstoi—and a very interesting one—is published in the June Magazine number of *The Outlook*. It was taken quite recently in the Crimea, where Tolstoi went to gain strength after his severe illness. It was sent by a member of the Tolstoi family to a friend in this country, and is now printed for the first time. It is from the Crimea that Tolstoi sent his just published letter to the Czar, urging him to elevate the peasantry, giving them representation, and grant a Constitution. The same number of *The Outlook* contains striking portraits of John Mitchell, the labor leader, and the late Bret Harte.

Prof. Francis H. Stoddard is one of the few Americans who know Oxford intimately. What he has to say, therefore, about "Oxford and the American Student, in the *Review of Reviews* for June, will be read with especial interest in view of the inauguration of the Rhodes scholarship scheme in the near future.

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They'd draw a picture of it, too.  
'Twould really do them credit,  
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'Twould please you if you read it.

The lamb would be allowed to roam  
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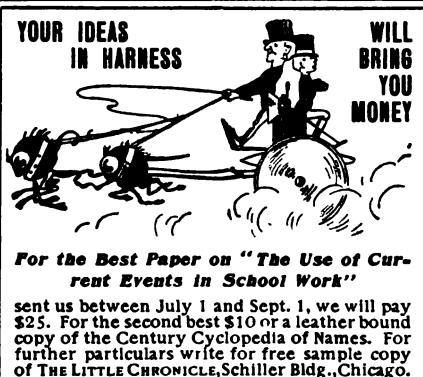
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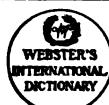
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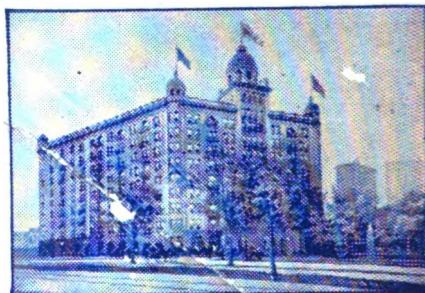
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